

**Southern New Hampshire University
2013-2014 College of Online and
Continuing Education
Undergraduate Catalog**

Published August 1, 2013

Welcome to Southern New Hampshire University

Message from the President

It gives me great pleasure to present to you the Southern New Hampshire University catalogs. A university catalog offers a comprehensive overview of the variety of programs and classes offered both on campus and online. I'm particularly excited to present this year's editions to you as they represent the first time that we have moved to a new electronic catalog management system which contains information about our history and mission, our services and outreach, our facilities and the many opportunities we provide students for meeting their life and career goals as well as a new mobile app.

It's certainly an exciting time to be a student at SNHU. This year, Fast Company named us the 12th most innovative organization in the world in its World's 50 Most Innovative Companies. We ranked with such heavy-hitters as Apple, Google and HBO and were listed ahead of such industry giants as the National Football League, Starbucks and LinkedIn. We achieved such accolades on the basis of our Center for Online and Continuing Education which is now the largest online-degree provider in New England as well as for carrying out our core mission of providing access. One great example is our campus-based College Unbound program which connects a dozen first-generation students, drawn largely from the Big Picture network of charter schools, to design their own learning plans around internships, spending as much time in the world as in class and earning their bachelor's degree in just three years.

In addition, we are currently in the midst of a project to build a new Library/Learning Commons which will create a vibrant learning space on campus which will not only house the library but also media services, instructional support, IT help desk, faculty development and The Learning Center. A new 300 bed dorm is also in the construction phase.

SNHU continues to give you more options to complete your degree than almost any other institution. You can blend traditional on-campus courses with wholly online courses or take a mix in one of our hybrid courses. With a number of centers besides the main campus, you can access courses in a place most convenient to home or work and at a competitive cost.

We welcome you to explore all that we have to offer. We think that you'll find us to be an exciting institution that is dedicated to helping you make the most of your potential and committed to providing the types of programs that make all of your career aspirations possible. Best wishes and we hope that you can be part of the excitement of an SNHU education soon!

Sincerely,

Paul J. LeBlanc
President

Catalog Content Subject to Change

These publications are certified as true and correct in content and policy as of the date of publication. The university, however, reserves the right to make changes of any nature in programs, calendar, or academic schedules whenever these are deemed necessary or desirable, including changes in policies and procedures, course content, class rescheduling, and the cancelling of scheduled classes or other academic activities.

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Academic Calendars

Term 1 - 13EW1 (8 weeks)

Classes Begin	Tue. Sept. 3, 2013
Classes End	Sun. Oct. 27, 2013

Term 2 - 13EW2 (8 weeks)

Classes Begin	Mon. Oct. 28, 2013
Holidays	Thanksgiving (Nov. 28/29)
Classes End	Sun. Dec. 22, 2013

Term 3 - 14EW3 (8 weeks)

Classes Begin	Tue. Jan. 7, 2014
Classes End	Sun. Mar. 2, 2014

Term 4 - 14EW4 (8 weeks)

Classes Begin	Mon. Mar. 3, 2014
Holiday	Easter (April 20)
Classes End	Sun. Apr. 27, 2014

Term 5 - 14EW5 (8 weeks)

Classes Begin	Mon. Apr. 28, 2014
Holiday	Memorial Day (May 26)
Classes End	Sun. June 22, 2014

Term 6 - 14EW6 (8 weeks)

Classes Begin	Mon. June 23, 2014
Holiday	Independence Day (July 4)
Classes End	Sun. Aug. 17, 2014

6 Week Summer Day Sessions

14EW5 Summer A (6 weeks)

Classes Begin	Mon. May 12, 2014
Holiday	Memorial Day (May 26)
Classes End	Sun. June 22, 2014

14EW6 Summer B (6 weeks)

Classes Begin	Mon. Jun 23, 2014
Holiday	Independence Day (July 4)
Classes End	Sun. Aug. 3, 2014

General Information

Nondiscrimination

Southern New Hampshire University does not discriminate on the basis of race, color, national origin, citizenship, religion, marital status, age, sex, sexual orientation or disability in admission to, access to, treatment in or employment in its programs and activities. The following department has been designated to handle inquiries regarding the nondiscrimination policies: Office of Human Resources and Development, Southern New Hampshire University, 2500 North River Road, Manchester, NH 03106-1045.

Disability Access Statement

Accommodations are available to provide individuals with documented disabilities equal access to facilities and programs at Southern New Hampshire University. For further information on access, please contact the Office of Disability Services at: Voice: 603.668.2211, ext. 2386, TTY: 603.629.4671.

Sexual Harassment

Southern New Hampshire University seeks to create and maintain an academic and work environment in which all members of the community are free of harassment based on gender. It is the policy of Southern New Hampshire University that no member of the community may sexually harass another. The intent of this policy is to foster responsible behavior in an environment free of discrimination. Sexual harassment is illegal as it makes the educational and working environment hostile, intimidating and offensive.

A Note on the Purpose of a University Catalog

The purpose of a university catalog is to be of use to present or potential students and family members, to serve as a historical document and to let others know the nature and scope of programs available. Every effort was made to ensure accuracy at the time of publication; the various staff and faculty members listed herein will do their best to answer questions.

Students have the responsibility to become familiar with these policies and processes as they pursue their educational goals. The students, administration, faculty and staff have the mutual responsibility of bringing the words to life by making the learning experiences as pleasant and productive as possible. The university reserves the right to change any part of it and to make any changes retroactive for students currently enrolled.

Mission

Southern New Hampshire University educates intellectually and culturally enriched individuals to be successful in their careers and contribute to their communities. SNHU's educational philosophy challenges students' intellectual potential and prepares them for professional lives in an ever-changing and increasingly interconnected world. It provides a supportive and close-knit learning community, delivering engaging instruction in a flexible variety of formats. Students develop the knowledge to

understand a complex world, the skills to act effectively within that world and the wisdom to make good choices. They do so within a community of teachers, staff and peers that is encouraged to add its scholarly, creative and pedagogical contributions to the larger social good.

History of the University

Southern New Hampshire University was founded in 1932 by H.A.B. Shapiro as the New Hampshire School of Accounting and Secretarial Science. The school remained relatively small until 1961, when it was incorporated and renamed New Hampshire College of Accounting and Commerce.

The state of New Hampshire in 1963 granted the university its charter, which gave it degree-granting authority. The first associate degrees were awarded that year, and the first bachelor's degrees were conferred three years later. The college became a nonprofit institution under a board of trustees in September 1968, and the name was shortened to New Hampshire College in 1969.

During the '60s the college opened off-campus centers to better serve adult learners. Programs today are offered in Manchester, Nashua, Portsmouth and Salem, N.H., and in Brunswick, Maine, as well as internationally through such schools as HELP International College of Technology (HICT) in Malaysia.

The 1970s were a time of growth and change. The college moved from its downtown Manchester site to the now 300-acre campus on the Merrimack River in 1971. In 1974, the college introduced a Master of Business Administration program, and, in 1978, assumed human services degree programs.

In the spring of 1981, the General Court of New Hampshire authorized New Hampshire College to award the Master of Human Services degree and the Master of Science degree in business-related subjects. That same year, to accommodate the two new rapidly expanding programs, the university purchased the former Mount Saint Mary College in Hooksett, which served as the "north campus" for many years. Operations have since been reconsolidated on the main campus. In 1988, the human services programs were transferred to Springfield College in Springfield, Mass.

The college continued to expand academic offerings throughout the 1980s and 1990s. Community economic development was first offered in 1982 and the Culinary Arts Program was established in 1983. New liberal arts and education majors were added in the early 1990s and in the last several years. The one-of-a-kind 3Year Honors Program in Business Administration was launched in 1997. Academic offerings again expanded in 1998 to include the Ph.D. in community economic development and the Doctor of Business Administration.

The university extended its reach worldwide with the launching of its Internet-based distance learning program, SNHU Online, in 1995.

A wave of campus expansion began in 1996 with the construction of a new residence hall; Robert Frost Hall, which houses the museum-quality McIninch Art Gallery; the Hospitality Center, home to the student-run restaurant and culinary programs; and Belknap Hall, now home to the Institute for Language Education, Public Safety, the School of Education and several university offices, including the Office of Undergraduate Admission.

Construction continued with the building of a new academic center, Webster Hall, which houses the Trading Room, a simulated stock trading room. New residence halls were built on the west and east sides of campus. All classrooms and halls are wireless.

Expansion and program development led to a momentous event in the institution's history in 2001, when New Hampshire College became Southern New Hampshire University. Several new degrees were added in the 2000s, including specialized M.B.A. degrees, the M.F.A. in fiction and nonfiction writing, game design and development, Master of Education programs and many more.

In 2007, SNHU became the first carbon-neutral university in New Hampshire.

During the 2009-2010 school year, the university opened a new academic building, which features new classrooms, student lounge and study areas, and a café, and a new dining hall. Both energy-efficient buildings were designed with sustainability in mind.

Today the university has three schools—the School of Business, the School of Education and the School of Arts and Sciences—as well as the College of Online and Continuing Education, and continues to seek new ways to provide quality educational programs for all of our constituents, both in the U.S. and abroad.

Goals of the University

Instructors, students and administrators recognize and subscribe to the mission of the university. In addition, the undergraduate programs have the following specific, supporting goals:

- Offer a quality curriculum that enables students to enter the professional world, or that enable those already established to enhance, advance or change their careers.
- Teach and inquire into the foundation for important truths, principles, ideas, facts and performance methods, so that students can make significant contributions to their chosen fields.
- Provide challenging courses of study, encouraging students to become life-long learners, critical thinkers and problem solvers, who can adapt creatively and appropriately to all situations, structured or unstructured.
- Help students to understand themselves, society and different cultures, so that they can participate effectively in the changing world around them.
- Encourage students to identify the personal qualities and ideals which will enable them to function ethically and responsibly.
- Ensure that students speak and write clearly and accurately, use computers efficiently and employ library resources effectively.

To achieve these goals, the faculty is committed to the art of teaching, scholarship and service. Southern New Hampshire University emphasizes that we learn in different ways, that learning occurs both inside and outside of the classroom, and that learning takes place only if an individual successfully integrates the intellectual, social, and emotional aspects of his or her development, and strives to stimulate critical thought and inquiry in the classroom. Teaching is primary at Southern New Hampshire University.

The SNHU Community

At Southern New Hampshire University, we believe there are no limits to what our students can achieve. With a culture that inspires every person, every day, to do more, learn more, try harder and exceed expectations, we are dedicated to helping students realize their potential.

SNHU is a premier university with a small-college feel. The university offers undergraduate programs in business, culinary arts, education, hospitality management and liberal arts, and graduate programs in business, community economic development, education and writing. Programs are offered on campus and, through the College of Online and Continuing Education, online and on location at our centers in Manchester, Nashua, Portsmouth and Salem, N.H., and Brunswick, Maine.

Here you'll find caring, credentialed faculty, quality academic programs, small classes, state-of-the-art facilities and an exciting campus culture.

SNHU has been graduating successful leaders for more than 80 years. Among its many recent acknowledgements, SNHU was named this spring as the 12th most innovative company in the world on Fast Company's list of World's 50 Most Innovative Companies, and by U.S. News and World Report as a Tier 1 institution. The university has received Best of Business awards for its M.B.A. and online degree programs, has been named a Best Buy by geteducated.com, and is a designated Military-Friendly School. Our undergraduate and graduate academic programs are designed with the real world in mind. Our programs and students are career-focused, yet the university provides a well-rounded education that incorporates the liberal arts so graduates are truly prepared for the real world.

The university has approximately 2,500 traditional, full-time undergraduate day students and about 14,000 enrollments in all divisions (day, evening, weekend and online undergraduate and graduate students).

The university recognizes that graduates will be world citizens and has moved to increase the exchange of ideas and experiences between students in the U.S. and other countries. Students come from more than 79 countries to attend SNHU. This cultural diversity enriches the learning experience for all. In addition, the university's participation in the University Studies Abroad Consortium means students can choose to study abroad at one of 36 institutions in 26 countries in Asia, Africa, Australia, Europe and Latin America.

Academic support services at Southern New Hampshire University include:

- Harry A. B. and Gertrude C. Shapiro Library (including the Pantano Gallery)
- Southern New Hampshire University Computer Center
- Institute for Language Education
- Academic Advising Office
- Career Development Center
- Office of Disability Services
- The Learning Center

Southern New Hampshire University student affairs services include:

- Athletics and Athletic Facilities
- Campus Ministry
- Public Safety
- Residence Life
- Student Organizations & Leadership
- Wellness Center (which offers health, counseling and educational services)

In the final analysis, an institution committed to teaching is an organization that does not waver from its goal to create a learning environment worthy of all those who become a part of it. This attempt is conscious and ongoing at Southern New Hampshire University. It is a continual process through which Southern New Hampshire University reaffirms its commitment to academic excellence, professional credibility and social responsibility.

Accreditation and Membership

Southern New Hampshire University programs are accredited by:

- Accreditation Commission for Programs in Hospitality Administration
- American Culinary Federation Educational Institute (expires 12/31/2013)
- Association of Collegiate Business Schools and Programs
- National Association for Sport and Physical Education

- New England Association of Schools and Colleges
- New Hampshire Postsecondary Education Commission
- New Hampshire State Department of Education for Teacher Certification
- North American Society for Sport Management

Southern New Hampshire University is registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Southern New Hampshire University supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

Southern New Hampshire University is also:

- approved for the education of veterans and the children of veterans.
- approved for the rehabilitation training of eligible students with disabilities.
- listed in the Department of Education's Education Directory, Part 3, Higher Education.
- a preferred provider of distance learning opportunities to sailors and soldiers through the Navy College Program Distance College Partnership (NCPDLP), eArmyU, and AU-ABC Community College of the Air Force/Air University articulation agreements.

On Campus

The campus is located in the Manchester/Hooksett area of southern New Hampshire. Manchester has a growing population of 108,000 and is a hub of progress in industrial and business growth to its south and tourism, leisure and recreation areas to its north. It has been named one of the top college cities, and Money magazine named it a most liveable city. The arts in the city are flourishing and the Verizon Wireless Arena weekly draws audiences from throughout the New England states. Convenient interstate highways bisect Manchester's bustling perimeters; air service connects Manchester to all major cities in the United States. Southern New Hampshire University's campus borders Interstate 93 and is within an hour of Boston.

SNHU is an EPA Green Power Partner and is the first carbon neutral campus in New Hampshire. The main campus features new dormitory and apartment buildings, state-of-the-art classrooms, a well-equipped fitness center, wireless Internet access, auditoriums, technology labs, multimedia rooms, computer labs, a graphic arts lab, a student-run gourmet restaurant and bakery, a simulated stock trading room, a museum-quality art gallery, the Shapiro Library and much more. The Athletic Complex also houses a dance studio, a racquetball court, an indoor 25-meter competition-size swimming pool, four outdoor tennis courts (lighted for night play), two indoor gymnasiums, and baseball, softball, soccer/lacrosse and practice fields. A new academic building and a new dining hall opened during the 2009-2010 school year. In addition, construction on a new Learning Commons is scheduled to begin in the next 12 months. The Commons will offer a space better suited to students' social and collaborative learning styles.

Degrees Offered

Accounting

Department Co-Chairs: Prof. David Doyon and Prof. Karin Caruso

- Accounting Accelerated Track, B.S. to M.S.
- Accounting and Information Systems, B.S.
- Accounting Certificate
- Accounting with Forensic Accounting and Fraud Examination Concentration, B.S.
- Accounting, A.S.
- Accounting, B.S.

Business

Department Chair: Dr. Burt Reynolds

- Business Administration, A.S.
- Business Administration, B.S.
- Business Administration with Concentrations, B.S.
- Business Administration, B.B.A.
- Business Studies with Concentrations, B.S.
- Human Resource Management Certificate
- Social Entrepreneurship, B.S.
- Technical Management, B.S.

Communication, Media Arts and Technology

Department Chair: Prof. Tracy Dow

The Department of Communication, Media Arts and Technology offers several majors, including Communication, Graphic Design and Media Arts, Game Art and Animation, and Game Programming and Development. All majors emphasize the development of critical-thinking skills necessary for analyzing problems, creating solutions, and making responsible decisions in a professional context. Students are encouraged to participate in internships and many receive hands-on training with real-world clients. The majors all combine theory and practical skills with a thorough grounding in the liberal arts.

- Communication with Concentrations in Public Relations and Professional Writing, B.A.
- Communication, B.A.
- Graphic Design and Media Arts, B.A.

Computer Information Technology

- Computer Information Technology, B.S. (with optional Concentrations)
- Computer Information Technology, A.S.
- Computer Information Technology, B.A.

English/Creative Writing

Department Chair: Dr. Susan I. Youngs

The English Department offers two majors, one in English Language and Literature and the other in Creative Writing. Students will find courses offered by the department listed under ENG and LIT.

Course offerings include surveys of British, American, and world literature, as well as more specialized courses such as contemporary literary theory, gender and text, the Black literary tradition, and world literature in translation. We also offer in-depth examinations of major periods and authors. In addition to studying a variety of literature courses, the creative writing major provides students with extensive opportunities to develop and hone writing skills in a particular genre.

- Creative Writing and English, B.A.
- Creative Writing and English with Concentrations in Fiction, Nonfiction, Poetry, and Screenwriting, B.A.
- English Language and Literature, B.A.

Finance/Economics

Department Chair: Dr. Michael Tasto

- Accounting/Finance, B.S.
- Finance/Economics, B.S.

Game Design and Development

- Game Design and Development, B.A.
- Game Design and Development, B.S.

Healthcare/Nursing

- Health Informatics, B.S.
- Healthcare Management, B.S.
- Nursing, B.S.N.

History

- History with Concentrations, B.A.
- History, B.A.

Information Technology

- Business Information Systems Certificate

International Business

Department Chair: Dr. Massood Samii

- International Business, B.S.

Justice Studies/Public Administration

Department Chair: Prof. Patrick Cullen

- Crime and Criminology Certificate
- Justice Studies with Concentrations, B.S.
- Justice Studies, A.S.
- Justice Studies, B.S.
- Law and Legal Process Certificate
- Policing and Law Enforcement Certificate
- Public Administration, B.A.
- Terrorism & Homeland Security Certificate

Liberal Arts/General Studies

- General Studies, B.A.
- Liberal Arts, A.A.

Marketing

Department Chair: Dr. Andy Lynch

- Advertising, B.A.
- Fashion Merchandising and Management, B.S.
- Fashion Merchandising, A.S.
- Marketing, A.S.
- Marketing, B.S.
- Retailing, B.S.

Mathematics

Department Chair: Prof. Pamela Cohen

Employers seek college graduates with quantitative, analytical and problem-solving skills. As a consequence, the SNHU Mathematics Department:

- Offers a Mathematics Major for students interested in pursuing careers in quantitative fields such as finance, economics, computer programming, or statistics, or pursuing graduate studies in mathematics or other quantitative fields.
 - Offers a Middle School Mathematics Education Major for students interested in earning certification to teach mathematics in grades five through eight.
 - Offers minors in Applied Mathematics, Mathematics and Middle School Mathematics Education for students majoring in fields other than mathematics, but interested in documenting advanced abilities in mathematics.
 - Provides general education mathematics classes that meet the needs of students of varying abilities and academic interests.
- Applied Mathematics Minor
 - Mathematics Minor
 - Mathematics, B.A.

Psychology

Department Chair: Dr. Peter Frost

- Psychology, B.A. (with Concentration options)

Quantitative Studies, Operations and Project Management

Department Chair: Dr. Kishore Pochampally

- Operations and Project Management, B.S.

Social Sciences

Department Chair: Francis Catano

The Social Science Department is home to three majors: Sociology, Environmental Management, and Law and Politics. The department and majors are interdisciplinary; while each stands alone, they share many courses including the capstone course that all seniors take. The department's focus is on experiential learning, including service, internships, and learning projects. Diversity, globalization, and sustainability are timely and practical themes across each major.

Students in these majors can look forward to careers in public policy and service, as teachers, in law and sustainable community development across a host of positions in the public and private sectors.

- Sociology, B.A.

Sport Management

Department Chair: Dr. Mark Hecox

- Sport Management, B.S.

Academic Policies and Information

General Education

The General Education Program

The general education program at Southern New Hampshire University provides students with the knowledge, skills, and cultural awareness necessary to succeed in their major field of study and become leaders in their chosen professions and communities. Students who complete the General Education program will also acquire the tools to become independent thinkers and lifelong learners who are able to make informed moral and ethical decisions.

The General Education Program is spread across all four years of study. The program is made up of three interrelated components: Foundation Courses that are primarily skills-based; Exploration Courses that require students to explore courses in fine arts and humanities, social and behavioral sciences, as well as in science, technology, and mathematics; and Integration Courses in which students choose three courses from one theme-based cluster and through that cluster of courses, study one critical theme closely from a variety of interdisciplinary perspectives.

****Please refer to your Program Plan or your Academic Advisor for specific course information.****

The General Education Curriculum: (45 credits)

Foundation Course Area: (12 credits)

English (FENG)

Students are required to complete two (2) composition courses.

Mathematics (FMAT)

Students are required to complete one (1) math course.

SNHU Experience (FSNH)

Students are required to complete three (3) credits of SNHU Experience.

UC students fulfill the SNHU experience requirement by taking SNHU 101 *or* SNHU 202 *and* SNHU 303 *and* SNHU 404 - worth one credit each.

COCE students entering as a freshman (less than 12 transfer credits) must fulfill the SNHU experience requirement by taking three credits of SNHU 107. All other COCE students with 12 or more transfer credits may substitute with a FREE ELECTIVE.

Exploration Course Area: (24 credits)

These requirements focus on students' development of knowledge of human cultures and the physical and natural world. This area requires students to explore courses in various disciplines.

Students must take at least one 100-, 200-, and 300-level Exploration Course. Students will be required to develop their skills by completing a 100-level course before taking a 200-level course; by completing a 200-level course before taking a 300-level course; and by completing a 300-level course before taking a 400-level course.

Courses taken as Exploration Courses may not also count as Major Courses.

Fine Arts and Humanities (EFAH)

Students choose two (2) courses in different discipline areas.

FAS; HIS; LIT; or PHL

Social and Behavioral Sciences (ESBS)

Students choose two (2) courses in different discipline areas.

ATH/SOC/SCS; ECO; POL; or PSY

Science, Technology, and Mathematics (ESTM)

Students choose two (2) courses in different discipline areas.

BIO; SCI; IT; or MAT

General Education Electives (EGED)

Students choose two (2) additional General Education Electives from the Exploration area.

UC Integration: (9 credits)

These clusters are interdisciplinary, thematically-linked courses. Students are required to take three courses within a cluster. Students must select cluster courses from at least two different disciplines within the cluster.

Courses taken as Integration Courses may not also count as Major Courses.

University College Students:

Choose three (3) courses within one (1) cluster.

America (IAME)

How has the idea of America changed since its foundation? How do Americans perceive themselves? How is American society and culture perceived by others?

Diversity (IDIV)

How do you classify yourself? Others? How do categorizations impact diverse communities?

Ethics (IETH)

What is right and wrong? Good and bad? How do we know?

Global Culture (IGCU)

Are we one world culture, or many? How are cultures represented through the arts?

Students who choose this cluster must take at least one (1) World Language course.

Global Society (IGSO)

How do individuals and societies impact each other in the global arena? What will the global community look like in the future?

I, Robot (IIRO)

Do we control machines, or do they control us? What is the relationship between humans, machines, and morality? What does the future of technology look like?

Popular Culture (IPOC)

What defines popular culture? What influences popular culture in a society? How does popular culture impact the way we interact and communicate with one another?

Wellness (IWEL)

How do you define wellness? What factors affect health?

COCE Integration: (9 credits)

A graduate of SNHU is expected to integrate general and discipline-based knowledge, apply this knowledge in and beyond the classroom, and reflect upon these experiences.

College of Online and Continuing Education Students:

Choose one (1) seminar course below, plus two (2) courses from the Exploration area or complete nine credits of one of the Integration clusters.

Diversity (IDIV)**Global Society (IGSO)****Wellness (IWEL)****Preparing for the Future (PFTF)****Student Choice**

Schools and programs may not designate which courses students should take to fulfill core requirements, with two exceptions. The second Mathematics course, and two of the four Social and Behavioral Science courses, can be set by the School (Business, Education or Liberal Arts*) or if not dictated by the School can be set by a specific program within the school.

*Programs specific to COCE may have dictated courses in these areas.

Major Courses

Each university program requires that students select a specific related major and take courses worth up to 33 credits in that major. The record of the university alumni's success in specialized areas results in major course offerings that provide students the knowledge and skills to enter focused careers upon graduation. Some of the major credits may be designated for an internship experience. The credit-bearing Internship program allows students to apply the theories and practice the skills learned in the classroom in an actual work experience.

Allied Courses and Free Electives

Bachelor's degree students will have an opportunity to select free electives that they and their advisors believe best meet their individual needs. Some students may select courses that comprise a minor area of studies, while others may use some of their elective credits for Internships experiences. Still others may opt to take additional advanced courses in areas of business or the liberal arts. Some majors require that students take allied courses outside of their major areas to provide them with a stronger foundation for their chosen careers.

General Education Course Codes

Foundation

SNHU Experience	FSNH
Mathematics	FMAT
English	FENG

Exploration

Fine Arts and Humanities	EFAH
Social and Behavioral Sciences	ESBS
Science, Technology and Mathematics	ESTM
General Education	EGED

Integration

America	IAME
Diversity	IDIV
Ethics	IETH
Global Culture	IGCU
Global Society	IGSO
I, Robot	IIRO
Popular Culture	IPOC
Wellness	IWEL

Humanities and Social Sciences

Courses at the 100- and 200-levels are appropriate for freshman and sophomore level students; 300- and 400-level courses are appropriate for junior- and senior-level students.

Literature Electives

Only courses with the course prefix LIT may be used as literature electives.

Special Topics Courses

Special topics courses may be offered on a one-time basis in any discipline during any semester or session. Special topics courses will be numbered with the subject area, the level of the course, and ST (special topics) for the course listing prefix. Example: ACC 2ST1 is a 200 level accounting special topics course.

College of Online and Continuing Education (COCE) Undergraduate Policies

Course Load

Courses offered through the College of Online and Continuing Education contain the same content and maintain the same high standards as courses offered in the traditional day school format. A full-time academic load in the College of Online and Continuing Education consists of two courses (six credits) within an eight-week period (for undergraduate students) or within an eleven-week period (for graduate students). Students are discouraged (but not prohibited) from taking three courses in one term. Students must have permission from their academic advisor and a minimum GPA of 3.0 prior to enrolling in three courses. Occasionally, students may be approved to enroll in four courses. Students wishing to do so must have a cumulative GPA of 3.5 or higher, no outstanding debt to the university, and communicate a plan to their academic advisor as to how they intend to manage the heavy course load. The academic advisor will bring the student's plan forward to the Associate Vice President of Advising and Student Support who will make the final decision regarding enrolling in a fourth course. Four courses per term is the absolute maximum number that a student may take.

Course offerings can be found at www.snhu.edu; click on "Academics and Programs" and then "Course Descriptions and Schedules." Undergraduate terms are generally eight weeks in length, and there are six terms per year. Graduate terms are generally eleven weeks in length, and there are four terms per year. A student who enrolls in two courses per term has the potential to complete a certificate program in one year, an associate degree program in two years and a bachelor's degree program in just four years. A master's degree program could be completed in two years, depending on the course requirements of the program. Students who transfer prior college level coursework to the university should have a shorter course of study.

Registration

Students register for their initial course through an admissions representative or academic advisor. After completion of their first term, students may register online through the student portal, my.SNHU. Students are strongly advised to contact an academic advisor to plan their academic programs before registering. Advisors are available throughout the term to answer questions and assist with course selection.

Class Audit

Students may choose to audit courses offered by the College of Online and Continuing Education, provided vacancies exist in classes and they have received approval from an Academic Advisor. An audited course does not carry credits. The cost of an audited course is the same as if taken for credit. Students may attend classes, but will not be held accountable for class requirements and will not receive a grade in the course. Any student wishing to audit a course must sign up for that course as an "Audit" by Friday, during the first week of the term. After that time, no student may change any of his or her courses to an "Audit" status. An "AU" will appear on the student's transcripts and grade report. Additionally, a student may not convert back to graded status after registering to audit.

Online Consortium

Southern New Hampshire University is a member of the Online Consortium of Independent Colleges and Universities (OCICU). The intent of this consortium is to offer students the opportunity to supplement their academic program with courses not offered by Southern New Hampshire University. Through this consortium, students may take selected online courses at institutions such as Regis University, Saint Leo University, University of the Incarnate Word, Robert Morris University, and Neumann University. Students' advisors must approve all course selections. Please note that these offerings are for COCE students only. For additional information, contact Rae Durocher (r.durocher@snhu.edu) or visit <http://ocicu.org>. Information is also available in the my.SNHU portal.

Academic Honesty

The College of Online and Continuing Education requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating will not be condoned by the university. Students involved in such activities are subject to serious disciplinary action. This may include being failed by the instructor, academic suspension or expulsion from the university. Plagiarism is defined as the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment. Numerous resources regarding proper writing formats and documentation are available for students at the Shapiro Library's website.

Cheating includes the giving or receiving of unauthorized assistance on quizzes, examinations or written assignments from any source not approved by the instructor. Examples of cheating include, but are not limited to:

- submitting someone else's work as your own with or without the permission of the individual
- allowing someone to copy your work
- using a writing service or having someone else to write a paper for you
- using someone else's work without proper citation
- submitting collaborative and/or group work as your own
- stealing an exam from an instructor or his/her office
- taking a course and/or exam for another student
- using unauthorized materials during a test or exam

It is a student's responsibility to seek clarification from an instructor if the student has questions about what constitutes cheating. Instructors have the authority to assign an "F" grade for any assignment or course in which a student has been found to demonstrate academic dishonesty. After a discussion of the incident with the student, a report of the incident and its disposition will be sent to the College of Online and Continuing Education for placement in the student's personal file. Any student dissatisfied with the instructor's decision may appeal to the Associate Dean for that program, who will investigate the incident and make a decision within five business days of the student's appeal. A student also has the right to appeal this decision to the Provost/Senior Vice President of Academic Affairs. The Provost/Senior Vice President will make a final decision regarding the incident within 10 business days of the appeal. Any subsequent violations of the Academic Honesty Policy reported will be forwarded to the Provost/Senior Vice President for action. A second offense will also be referred to the appropriate Scholastic Standing Committee and will normally result in permanent expulsion from the university.

Class Cancellations

Classes held at an SNHU Center cancelled due to inclement weather or other reasons will be rescheduled before the conclusion of the term. In many cases, the rescheduled class will take place online. The decision to cancel will be made by 2:00 p.m. for night classes or 5:30 a.m. for weekend classes. The New Hampshire local news station (Channel 9 - WMUR) will report any

cancellations. The most accurate information about class cancellations can be found by checking my.SNHU or by calling 603.644.3133. Students are encouraged to register for SNHU Alerts to get text messages sent to their cell phone whenever there is an SNHU related crisis, closure or weather-related delay. Traditional classes that fall on holidays will be rescheduled by the instructor. As online courses are accessible 24/7, there are no course cancellations.

Course-by-Arrangement

A course-by-arrangement can be made available to SNHU students who are unable to register for a required course due to the university schedule. College of Online and Continuing Education students must work with their academic advisor to review the master course schedules for local SNHU Centers and SNHU Online to verify that the required course is not being offered and that the only option is to request a course-by-arrangement. Final approval for a course-by-arrangement will come from the Associate Dean. Because there is no guarantee that a course-by-arrangement can be offered, students are urged to work closely with an advisor to plan their schedules ahead of time.

SNHU Welcomes Military Students

SNHU COCE is a top provider of online courses and programs to active-duty members of the United States armed forces, government service employees and dependents. Staff, academic advisors and student services members are knowledgeable and experienced in working with these populations, and understand issues relating to government tuition assistance and tuition reimbursement programs. Southern New Hampshire University and its online program are SOC (Serviceperson's Opportunity College), SOCAD, SOCNAV, and SOCCOAST approved and registered with the Defense Activity for Non-Traditional Education Support (DANTES). The university, through SNHU COCE, is a preferred provider of distance learning opportunities to sailors and soldiers through the Navy College Program Distance College Partnership (NCPDLP), eArmyU and AU-ABC Community College of the Air Force/Air University articulation agreements.

Prior Learning Assessment for COCE Students

Prior learning assessment (PLA) is the process of earning college credit for learning that was acquired from non-classroom experiences like work, professional training, military careers, volunteering, and personal life. This course will help students to identify areas of learning they may want to have evaluated for college-level equivalency. This course will also guide students through the preparation and compilation of all components required for the evaluation of a portfolio or prior learning through LearningCounts.org. Students will learn critical reflection skills to rethink the value of their learning and its implications for future learning. Adult learning theory, models, and concepts will be discussed and applied to case studies. This course is facilitated by an instructor who provides guidance for the student in preparing his or her portfolio-based request for credit. Successful completion of this course will result in a credit recommendation of three lower-level credits.

As an undergraduate student at SNHU, you may be eligible for receiving credits for what you already know! If this sounds like an opportunity you may be interested in, please contact your academic advisor or visit <http://www.learningcounts.org> for more information.

COCE Undergraduate Scholastic Standing Policy

Undergraduate Students must maintain a "C" (2.0) grade-point average (GPA) for satisfactory progress in a degree program. Students are urged to consult with their academic advisor whenever they have difficulty in their studies. The College of Online and Continuing Education (COCE) Scholastic Standing Committee meets six times per year after each eight week term, to

discuss the records of all students whose cumulative grade-point averages have fallen below the 2.0 standard needed to remain in good academic standing. Students on scholastic warning are subject to dismissal by the COCE Scholastic Standing Committee.

- To qualify for graduation, a student must complete all courses within his/her degree program with a cumulative GPA of not less than 2.0.
- A student whose cumulative GPA drops below 2.0, at any time, will be placed on scholastic warning.
- A student on scholastic warning may be restricted to one course per term.
- Any student on scholastic warning will be removed from warning upon achievement of a cumulative GPA of 2.0 or higher.
- A student will be placed on continued scholastic warning for up to two consecutive terms if the student's CGPA remains below 2.0.
- A student on continued scholastic warning without substantial improvement for two consecutive terms will be considered a candidate for academic suspension.
- A student who has been academically suspended may appeal, in writing, to the Committee on Scholastic Standing. Any student who desires readmission must wait a period of three terms (6 months) before appealing. In cases where a student appeals an academic suspension decision and is denied readmission, the student will be informed by the committee by letter.
- A student who is re-admitted after academic suspension will be placed on scholastic warning and restricted to one course until his/her cumulative GPA reaches 2.0. If the student fails to achieve a 2.0, he/she will be academically dismissed. There is no appeal for academic dismissals.

The committee is authorized to do the following:

1. Place a student on academic warning with or without restriction of course load. The student will receive a letter of academic warning, an early signal that the student's performance is not up to standard. If the student is limited to one course per term, he/she must abide by the restriction, even if it means dropping one of the two courses in which the student currently is enrolled.
2. Direct the student to consult with their academic advisor upon receipt of the letter of academic warning.
3. Inform the student when he/she has been removed from academic warning and can resume taking two courses per term. This will be done as soon as a student's transcript shows that he or she has regained the required 2.0 average.
4. Academically suspend a student from the university. After six months an academically suspended student can appeal that suspension in writing to the committee. The student should not expect a decision until the next meeting of the committee. If the suspended student is readmitted, he/she will be placed on scholastic warning and will be restricted to one course per term until his/her GPA reaches 2.0 level.
5. Dismiss a student who cannot achieve a 2.0 term after being suspended.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- (1) The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.

A student should submit to the university registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- (2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- (3) The right to provide written consent before the university discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted as its agent to provide a service instead of using university employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Guidelines for Certificate Programs

Prior Credits

Students may transfer credits from other accredited institutions for courses in which a minimum grade of "C-" was earned. Official transcripts should be submitted for analysis prior to entering the certificate program.

Students also may receive credit for equivalent prior learning by means of "CLEP", Southern New Hampshire University institutional tests or portfolio assessments. Students should consult an academic advisor for more details.

Note: Certificate candidates may use transfer or prior learning credit courses, but they must take four courses in residence at Southern New Hampshire University.

Prerequisites

Various certificate courses require preparatory background. IT 210 requires IT 100 or appropriate work experience with computers. When waived for certificate candidates with appropriate work experience, prerequisite courses still remain as requirements for degree candidates (but may be satisfied by transfer- or prior-credit awards).

Time Limits

Most certificate programs are scheduled so that concentration courses can be completed within one year, but students are free to set their own paces.

Satisfactory Performance

A student must maintain a minimum cumulative grade-point average of "C" (2.0 on a 4-point scale) to receive a certificate.

Grades and Grading

Grade Changes

Instructors are responsible for all grade changes. Concerns about incompletes, make-ups and grades should be directed to them.

Grading System

In determining grades at the university, the following grade system is used:

Common Grading Scales

UC-COCE Undergraduate Grading Scales:

Grade	Numerical Equivalent	Points
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	60-66	1.00
F	0-59	0.00

UC-COCE Graduate Grading Scales:

Grade	Numerical Equivalent	Points
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
F	0-72	0.00

Audit	AU
Courses Still in Progress	X
Credit	CR
Incomplete	I
Incomplete/Failure	IF
Non-graded	NG
Satisfactory	S
Transfer Credit	T
Unsatisfactory	U
Withdraw	W
Withdraw Passing	WP
Withdraw Failing	WF

The grade-point average (GPA) is determined by dividing the sum of the quality points (QP) by the sum of the attempted credit hours (CR). An example of a student's grades and grade-point average is as follows:

ENG 120	3 Credits x A(4)=	12 QP
MAT 240	3 Credits x B(3)=	9 QP
MKT 113	3 credits x C(2)=	6 QP
PSY 108	3 Credits x D(1)=	3 QP
IT 100	3 Credits x F(0)=	0 QP
	15	30 QP

30 QP divided by 15 CR = 2.00 GPA

Incompletes

Faculty may give a student a grade of incomplete ("I") in a course. Any student requesting an "I" grade must complete a Student Petition & Contract for a Grade of Incomplete and submit it prior to the final day of the term/semester. The petition will specify a deadline by which the course work must be completed.

If an instructor accepts student work after the deadline, and wishes to change a grade of "IF" to a letter grade, such a change requires the instructor's rationale documenting significant extenuating circumstances and the written approval of the Dean under whose aegis the course was offered.

Appeal Process for Academic Suspension

Students will be sent a certified letter from the chair of the committee outlining the appeal process. If a student chooses to appeal the decision made by the scholastic standing committee, the appeal must be submitted in writing by the date indicated in the certified letter to the address/email of record. Failure to receive certified letter does not invalidate the suspension. Appeals should include a detailed description of why unsatisfactory grades were received. It should also include a plan for improvement should the student be given the opportunity to return to the university.

If the appeal is granted, the student may be subject to conditions set by the committee. If the appeal is not granted, the student may re-appeal at a later date, after providing evidence that he/she is capable of college-level work (perhaps by providing transcripts from other colleges), and has the level of motivation, maturity, responsibility, and commitment necessary to succeed. Students are notified of the results of the appeal hearing by mail and SNHU email.

Academic Review/Scholastic Warning

At the end of each semester and at any other time deemed appropriate, the Undergraduate Scholastic Standing Committee will review the records of all students whose cumulative or semester grade point average is below 2.0. At the Committee's discretion, possible outcomes include: Scholastic Warning, Continued Scholastic Warning, Academic Suspension or Academic Dismissal. If allowed to return the following semester, students having academic difficulty will be referred to the appropriate office(s) for support services. Students placed on Academic Suspension may appeal the decision to the Committee; Academic Dismissal, however, is considered final and no appeal is allowed.

Grading System (Department of Nursing Only)

Students completing an undergraduate nursing program must earn a minimum of a "B-" grade in all nursing courses. As long as they meet all other requirements of their program, undergraduate nursing students may be able to count grades below a "B-" in courses which are not specifically in nursing.

Academic Warnings and Probation (Department of Nursing Only)

Given the different academic requirements of the nursing program, a distinct system of academic warnings and "probation" has been established for this program. Refer to the Nursing Handbook for the program details.

Readmission

Students suspended from Southern New Hampshire University for academic causes may petition to be readmitted when evidence can be presented that indicates university work can be successfully resumed. Ordinarily, suspension shall be for not fewer than two semesters. Any students readmitted to the university are subject to the requirements associated with the catalog year of reentry.

Academic Renewal

Students who change majors/programs or withdraw and return may apply for academic renewal. This allows students to be considered as transferring from another institution. All academic regulations are the same as those for transfer students.

The following restrictions are imposed:

- It must be approved by the Scholastic Standing Committee.
- It may be granted only once to a student after at least a one-year absence.
- A new grade-point average is started.
- A minimum of 30 credits must be completed at Southern New Hampshire University after renewal is granted.
- When students are granted academic renewal, any grade below a "C" appearing on their transcripts will have an "R" precede the original grade (i.e. "RC-" will appear for a course eligible for academic Renewal with a final grade of "C-", "RD" will appear for a course eligible for Academic Renewal with a final grade of "D", etc.).
- Courses so designated will be eliminated from the student's GPA and will not earn credit toward graduation.
- Any grade of "C" or better appearing on their transcripts will be included in the student's GPA and will earn credit toward graduation.

Note: Academic renewal does not change suspension from financial aid.

Repeating Courses

Students may repeat courses for credit. Students who fail courses will want or need to repeat the same courses at Southern New Hampshire University. In such instances, the first course grade will not be computed into the total grade-point average (GPA); instead, the most recent course grade will be used. All prior grades will appear on students' transcripts.

Transcript Request

Except as provided by the Federal Family Education Rights and Privacy Act and in instances in which a student consents to release his or her transcript to another party, the Office of the University Registrar will not furnish a transcript to any person other than to the person identified by name on the transcript. Transcripts will not be furnished to students or former students whose financial obligations to the university have not been satisfied. To view our fee schedule and request an official copy, please visit our website at www.snhu.edu.

University Policies

Academic Honesty

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating will not be condoned by the university. Students involved in such activities are subject to serious disciplinary action. This may include receiving a failing grade for the assignment or course, academic suspension or expulsion from the university.

Purpose of the Honor Code

To emphasize the university's commitment to academic integrity, it has established a university-wide Honor Code. The purpose of this Honor Code is to encourage and maintain academic integrity at Southern New Hampshire University by adhering to the five fundamental values identified by the Center for Academic Integrity: honesty, trust, fairness, respect, and responsibility. This Code incorporates as a part hereof, the SNHU Honor Code Procedures for the Undergraduate Day School and the penalties for violation of this Code contained therein. The procedures and penalties may be revised from time to time.

Definitions of Academic Dishonesty

Under the university's Honor Code, academic dishonesty is defined as:

Cheating

The unauthorized use of notes, textbooks, oral, visual, or electronic communication, or other aids during an exam, quiz, or other related course assignment.

The copying of the work of another student during an exam, quiz, or other related course assignment.

Plagiarism

The use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation format.

The submission of an assignment or parts of an assignment written by someone other than the student, including but not limited to, other students, commercial organizations, and electronic sources.

Misrepresentation

The substitution of another student/individual during the taking of a quiz/examination or for the completion of a course.

Unauthorized collaboration

The sharing of quiz/exam questions or answers with another student without the instructor's permission.

The copying of another student's homework without the instructor's permission.

Group collaboration on individual assignments without the instructor's permission.

Alteration or fabrication of data

The submission of data not obtained by the student during the course of research.

The deceitful alteration of data obtained by the student during the course of research.

Duplication

The submission of the same or similar paper in more than one course without the express permission of the instructor.

Participation in or facilitation of dishonest academic activities

- The stealing of quizzes/examinations
- The alteration of academic records, including grades
- The sabotaging of the work of another student
- The distribution of materials for the purpose of cheating
- The alteration, forging, or misuse of university-related documents
- The intentional reporting of a false violation of academic integrity
- The offer of a bribe to any university member in exchange for special consideration or favors
- The misuse of university resources, including library resources (print and electronic) and facilities, computer labs, university equipment and networks, etc.

Responsibilities under the Honor Code

All members of the university community have responsibilities under the Honor Code.

1. Students are expected to acquaint themselves with the university's policy on academic integrity; familiarize themselves with the syllabi of individual courses, which may contain more specific guidelines for citing material, working in groups, etc.; seek clarification from instructors on any aspect of a course or the Code about which they have questions or confusion; and should and are expected to encourage their peers to follow the Code.
2. Faculty should familiarize themselves with the university's policy on academic integrity; make clear in their syllabi the university's stance on academic integrity; discuss in their classes their own expectations regarding academic integrity as it applies to specific features of courses; incorporate into their course assignments and/or courses conditions that minimize the chance for violation of the Code; make clear to students in their courses the distinction between group and individual assignments, the method of citation required, and other policies relevant to helping students maintain academic integrity; be willing to clarify misperceptions or confusion, should students have questions about what constitutes academic dishonesty; and are expected to investigate and report any violation of the Code that comes to their attention.
3. Administrators should endorse the Code actively by incorporating awareness of it in orientation meetings, promotional literature, educational programs, etc. and support faculty and students who attempt to carry out the provisions of the Code.

It is a student's responsibility to seek clarification from an instructor if the student has questions about what constitutes cheating.

The instructor, who has the full authority to assign an "F" grade for that assignment or course after a discussion of the incident with the student, will handle initial violations of academic honesty. A report of the incident and its disposition will be sent to the Dean of the School that offers the course. The Dean will review the incident and forward it for placement in the student's personal file. A student dissatisfied with the instructor's decision may request a meeting with the Dean. The Dean will investigate the incident and make a decision within five days of the student's appeal. If there is new information not considered by the Dean, the student may make a final appeal to the Vice President of Academic Affairs, who will make a final decision regarding the incident within 10 days of the appeal. Upon placement of notification in the student file, the student will be referred to the director of The Learning Center, who will determine whether an educational component would be advisable to prevent further violations by the student. A notation will be placed in the student file regarding the outcome of the meeting.

Any additional violations of the Academic Honesty Policy reported to a dean will be forwarded to the Vice President for Academic Affairs for action. A second offense will normally result in suspension from the university for at least one term or semester.

Copyright Policy

Southern New Hampshire University abides by the provisions of the United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. The Copyright Policies can be secured from the Library Dean and are accessible on the Shapiro Library Web pages.

Holy Day Policy

Southern New Hampshire University recognizes the important role that religious holy days can play in the lives of its students. Observance of religious holy days may require students to miss classes. Such absence, when preceded by proper notification of teachers, will not carry any penalty or sanction. Students are expected to make alternate arrangements with their teachers regarding scheduled tests, assignments due or other course work and activity. Teachers are expected to be supportive of and sensitive to individual religious practices by being willing to work out alternatives to scheduled course work. In all instances, however, excused absence does not mean excused from meeting course standards and expectations. Should a dispute occur, the usual appeal process will be followed: the program coordinator/department chair, the school dean and finally, the Vice President of Academic Affairs.

Personal Computer Software

Southern New Hampshire University licenses the use of computer software from a variety of outside companies. Southern New Hampshire University does not own this software or its related documentation and, unless authorized by the software developer, does not have the right to reproduce it.

Southern New Hampshire University students learning of any misuse of software or related documentation within the university shall notify Southern New Hampshire University's Department of Computing Resources.

According to the U.S. Copyright Law, persons involved in the illegal reproduction of software can be subject to civil damages of as much as \$50,000 and criminal penalties, including fines and imprisonment. Southern New Hampshire University does not condone the illegal duplication of software. Southern New Hampshire University students who make, acquire or use

unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include dismissal from the university.

Southern New Hampshire University Network Acceptable Use Policy

Southern New Hampshire University encourages the use and application of information technologies to support research, instruction and student needs. Users of Southern New Hampshire University equipment, software and computer accounts are expected to follow acceptable standards of ethics and conduct in their use of computing resources. All Southern New Hampshire University faculty, students and staff should be aware of the following acceptable use policy requirements, which augment the existing Nearnnet and NSF acceptable use policies.

Definition: The Southern New Hampshire University network (SNHUnet) includes all computer and communication hardware, software and accounts owned by Southern New Hampshire University.

1. Every computer account issued by Southern New Hampshire University remains the property of Southern New Hampshire University. The person to whom the account is issued is responsible for the account and its use. This responsibility continues until the person is no longer a student or employee of Southern New Hampshire University, at which time all rights and responsibilities regarding the account are terminated. The individual must keep the account secure by keeping the password secret, by changing the password often and by reporting to the Department of Computing Resources when anyone else is using the account without permission. Using another person's account or allowing someone else to use an account makes both parties potentially liable to disciplinary action.
2. The use of SNHUnet is prohibited for:
 - illegal purposes
 - transmitting threatening, obscene or harassing materials
 - interfering with or disrupting network users, services or equipment (disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer viruses and using the network to make unauthorized entry to any other computers accessible via the network)
 - profit-making from the selling of services and/or the sale of network access
 - excessive private or personal business
3. The following activities are specifically prohibited:
 - tampering with Southern New Hampshire University-owned computer or communication hardware and software
 - defining and/or changing IP addresses on any machine
 - intercepting or attempting to intercept e-mail and file transfers
 - originating or attempting to originate mail from someone else
 - attempting to log on to computers without an account (other than using guest or anonymous accounts)
4. Data within computer accounts issued by Southern New Hampshire University are private. Access to data within computer accounts issued by Southern New Hampshire University without written permission of the owner is prohibited. However, if there is probable cause to believe such data files or programs contain information relevant to a Southern New Hampshire University business requirement or legal proceeding, a person other than the authorized user may examine such data files or programs. Permission for such access would be granted by Southern New Hampshire University's Vice President of Operations. Access to accounts and/or data by the Department of Computing Resources for routine computer systems maintenance work is permitted.
5. Backup copies of all data in Southern New Hampshire University computer accounts are made routinely to protect against loss of data. No exceptions can be granted.

6. Requests to waive some policies will be reviewed by the Director of the Department of Computing Resources on an individual basis. Under no circumstances will a waiver be granted that violates state, local or other laws.
7. Confirmed misuse of Southern New Hampshire University's computing resources may result in one or more of the following punitive measures:
 - loss of access to computer resources
 - required repayment of funds expended in unauthorized use
 - expulsion from the university
 - termination of employment
 - legal action

The prohibited uses as defined above may also violate state and federal law; thus criminal penalties may also apply.

Online Services

Students can search for classes, register online, print course schedules, view mid-term and final grades, submit address or phone number changes, drop or add classes and much more with my.SNHU. Students gain access to my.SNHU by visiting my.snhu.edu, and using their assigned login ID and password. Complete instructions are available online for all students.

Amendment of Degree Requirements

The courses required for a specific degree are in this university catalog. Any change in program course requirements must be approved by the student's program coordinator/department chair and school dean. A form for this purpose may be obtained online or from the Office of the University Registrar. The completed and approved form must be received by the Office of the University Registrar before the change will become effective.

Change of Major

Undergraduate day students who want to change their majors must obtain the appropriate form online or from the Academic Advising Office. The completed and approved form must be received by the Academic Advising Office before the change will become effective.

When students change from an associate degree program to a bachelor's degree program, the courses he or she has completed will be deemed as part of the bachelor's degree program.

Independent Study

A Southern New Hampshire University student may take an independent study course in any subject area. Conditions:

- The course content is not offered in any regularly scheduled Southern New Hampshire University course.
- A full-time Southern New Hampshire University faculty member in the department of the course subject area agrees to supervise the student and grade the student's work, or a Southern New Hampshire University adjunct instructor, approved by the appropriate program coordinator/department chair and the school dean, agrees to supervise the student and grade the student's work.
- All independent study courses will be at the 400 level.
- An independent study course has a value of no more than three credits.
- The study is approved by the student's advisor, program coordinator and the school dean.

- It is the student's responsibility to research and approach qualified full-time or adjunct faculty to teach and coordinate the independent study.

Course-by-Arrangement

Course-by-arrangement is a Southern New Hampshire University course appearing in the university catalog and required in the student's academic program of study, yet extraordinary circumstances prevent the student from enrolling in the course when it is normally offered. Course-by-arrangement is available to Southern New Hampshire University undergraduates, who are unable to obtain a required course during the normal registration and scheduling process.

School of Professional and Continuing Education students must review the master course schedules of area centers to verify that the required course is not being offered.

Students must identify a Southern New Hampshire University full-time or adjunct faculty member consenting to teach and grade the work. The faculty member must be approved to teach the requested course.

Course-by-arrangement applications require:

- a letter of extenuating circumstance justifying the offering of a course-by-arrangement
- a regular, weekly meeting schedule be established to ensure proper supervision of the student's progress in the course
- a syllabus stating course objectives and evaluation process
- a defined time frame (semester, terms)

Credit for Prior Learning Through Portfolio Assessment

Students must have been accepted into an undergraduate Southern New Hampshire University associate or bachelor's degree program. Students must have earned a minimum of nine credits at Southern New Hampshire University to be eligible to present a portfolio for review. Students must request a portfolio review prior to earning their final 18 credits at Southern New Hampshire University. This applies to students in associate and bachelor's degree programs.

Portfolio reviews will be accepted only for courses that are part of Southern New Hampshire University's curriculum. Awarded credit may be applied to core, major or elective course requirements. All course prerequisites must be met prior to presenting the portfolio. A full-time Southern New Hampshire University instructor must be involved in reviewing the portfolio. A maximum of nine credits can be earned by way of portfolio review for an associate degree program. A maximum of 15 credits can be earned for a bachelor's degree program.

Students applying for a portfolio review must attend a series of Portfolio Workshops designed to:

- help them recognize the learning they have gained through non-curricular methods and settings
- help them recognize how this learning fits into their chosen degree programs
- help them recognize learning outcomes, competencies and course equivalents
- help them gather and organize appropriate materials in a presentable portfolio

Students applying for a portfolio review must complete the process within one year from the initial date of application.

Students submitting a portfolio for review will be graded on a pass/fail basis.

Awarding of Credit by Examination

Southern New Hampshire University accepts the results of nationally accredited testing programs or institutionally developed examinations to satisfy the prerequisites of certain courses or degree requirements. Before deciding on a testing program, the student should review his or her program evaluation with an advisor to determine if testing is a practical alternative.

Standardized Testing Programs

The university accepts for credit test results from the College Level Examination Program (CLEP), the Proficiency Examination Program (PEP), the Defense Activity for Non-Traditional Education Support (DANTES), high school Advanced Placement (AP) and International Baccalaureate (IB) tests. The Office of the University Registrar can provide information on minimum scores required.

Institutional Examinations

If students believe their experience and backgrounds have prepared them to meet the requirements of certain 100- and 200-level courses, they can challenge the courses through an institutional examination. Students should consult the Registrar as to which courses may be challenged. Before challenging a course, students should obtain an application form from, and consult with, an Academic Advisor, a Center Director or the Registrar. If, after this initial consultation, students feel capable of passing an institutional examination, an appointment will be made by the Registrar for the student to meet with the appropriate departmental representative. The nonrefundable fee of \$100 will be assessed before sitting for the examination.

The examination results are evaluated by the appropriate academic department and the course is listed on the student's transcript for each successful challenge. An institutional examination may be taken only once.

- Students must have earned a minimum of nine credits at SNHU to be eligible for institutional exams. This applies to bachelor's and associate degree candidates.
- Students must attempt institutional exams prior to their final 24 credits at SNHU. This applies to bachelor's and associate degree candidates.
- For certificate programs, the window of opportunity to take institutional exams will be after three credits and prior to the final six.
- Each school will establish which courses in its program are eligible for institutional exams. However, the selection of eligible courses will be restricted to 100- and 200-level courses.
- A maximum of 15 credits may be earned by way of institutional exams. This applies to bachelor's and associate degree candidates. For certificate programs, the maximum will be not more than one half of the total credits for the program.
- Students may attempt each exam only once.
- Students who are successful will receive a grade of "S" on their transcript.

Awarding of Credit for Courses Taken in Other Postsecondary Settings

Southern New Hampshire University awards credit for some formal course work taken in non-accredited, postsecondary educational settings. These settings include postsecondary vocational and technical training, in-service training courses in the workplace, military service training programs and career-related workshops and seminars.

In many cases, this type of training has been evaluated by the American Council on Education (ACE) and criteria for awarding university credit is available in the various ACE guides in the Office of the University Registrar. Where there is no ACE criteria, Southern New Hampshire University may have to conduct an independent review of the training for the purpose of granting transfer credit.

Students wishing to have their non-accredited, postsecondary course work evaluated should submit a letter requesting this evaluation, along with official transcripts or some original form of verification of successful completion of these courses, to the university registrar. Students will be notified by the registrar if the experience warrants credit and, if so, the number of credits awarded and the requirements they satisfy.

Transfer Credits

Students who wish to take courses at other colleges or universities and transfer the credits to Southern New Hampshire University must receive approval from the Registrar prior to enrolling at the other institutions. It will be necessary to furnish descriptions of the courses prior to taking them. After completing the course, the student must arrange to have an official transcript of the course grade sent to the Office of the University Registrar. Failure to obtain prior approval to take a course at another institution may lead to Southern New Hampshire University not granting transfer credit for that course. Only courses in which the student received a grade of "C-" and above will be considered for transfer acceptance by Southern New Hampshire University. The grade-point average of a course taken at another institution is not computed as part of the student's grade-point average. Southern New Hampshire University does not accept as transfer credit co-ops, capstones, internships and student teaching taken at other institutions.

General Education Transfer Policy

Effective immediately for students transferring to SNHU beginning coursework in September 2013, the following takes effect:

Model 1: If a student has completed the AA in Liberal Arts at a regionally-accredited community college, then the only additional SNHU general education requirement students would complete is the SNHU Experience.

Additionally:

- Students will have to complete SNHU Foundation requirements (100 or higher level Math, ENG 120, ENG 200). Those who have not taken a second composition course would have to take ENG 200 upon transfer.
- any dictated general education requirements for the student's intended program must be met.

Model 2: If a student has completed a portion of general education courses at another institution, or has completed an Associate's degree in a subject other than Liberal Arts, their courses would transfer in to SNHU in the categories listed below. Exact course equivalencies would not be required for transferred courses. The student would be required to complete a cluster and SNHU Experience.

General Education Categories for Transfer **33 credits**

Subject Area	Credits
English Composition I and English Composition II	6
100-level or higher Mathematics	3
Fine Arts/Humanities/History	6
Social and Behavioral Sciences	6
Math, Sciences and Technology	6
Literature or Communications	3
General Education Elective (from any category)	3

SNHU General Education Program Requirements **12 credits**

Courses	Credits
SNHU Experience	3
Integration Cluster	9

Academic Complaint

If a student has a complaint about an instructor or course, the student should speak first to the instructor. COCE students should then speak to their Advisor. If the student is not satisfied or cannot resolve the issue at that level, then he or she should speak to the Program Coordinator/Department Chair. If a day student is still not satisfied, then he or she should speak to the school Dean or Program Director.

If the student wishes to pursue the matter further, he or she should speak to the Vice President for Academic Affairs, who will review the matter and make a final decision.

Withdrawal from Southern New Hampshire University

Students may withdraw from the university by obtaining a withdrawal form from the Office of Academic Advising. International students must obtain forms and begin the process in International Student Services. Merely ceasing to attend classes does not constitute an official withdrawal, academically or financially. Failure to file a withdrawal form with the Office of Academic Advising will result in the automatic recording of "F" grades for all courses being taken by the student. If a student is under 18 years of age, written parental consent must be received. Official date of withdrawal is the last date of class attendance as verified by an instructor. This date will be used in determining any refund. Students who withdraw from the university completely after the eighth week of the semester will receive either a "WP" or "WF" from each of their instructors. Withdrawal from a class may have an impact on financial aid and/or billing charges, especially for students who have received federal Title IV loans.

No adjustments to account balances will be made; nor will withdrawal disputes be considered after 30 days from the end of the semester during which the student withdrew.

Disciplinary Dismissal

Southern New Hampshire University reserves the right to suspend any student for disciplinary reasons. Suspension means that the student is dismissed from Southern New Hampshire University for a given period, with an opportunity for readmission. This sanction may only be imposed by the Dean of Students or designee after a hearing. If suspended from the university, the student will be persona non grata on all university facilities and from all university functions for the period of his/her suspension. This information will be used in evaluating re-admission.

If a student is expelled from SNHU for disciplinary reasons, he/she is permanently dismissed from the university without opportunity for readmission. If expelled from the university, the student will not be allowed on campus.

500-level Courses

Students who have completed at least 90 undergraduate credits and have a 3.33 or higher GPA must apply through the Advising Center to enroll in a 500-level graduate course. The student may enroll in the course, provided:

- there is space available in the course
- the dean of the appropriate school, the program coordinator/department chair and the instructor agree that the student has met the prerequisites of the course
- the student would receive undergraduate credits

If the student goes on to enroll in a graduate program at Southern New Hampshire University, graduate credit will be granted if the student earns grades of "B" or better in the 500-level courses. Approval is limited to a maximum of six credits (two three-credit graduate courses).

Testing of Students with Disabilities

Students enrolled at Southern New Hampshire University who have documented disabilities verified by the Office of Disability Services may be entitled to alternate testing conditions to help them accurately demonstrate their true competencies. It is the responsibility of the students who wish to avail themselves of these accommodations to inform their instructors at the start of each term or as soon as they become aware of any disabilities.

Competency in Writing

Because competency in writing is critical for students, the university is committed to Writing Across the Curriculum. Students will be expected to write expository essays in most of their courses in all disciplines. Students should expect to communicate clearly and with grammatical correctness in all their SNHU courses.

Writing and Word Processing

Southern New Hampshire University has adopted a policy of incorporating the use of computers throughout the curriculum. Students will be expected to use word processing for written assignments in English and other courses.

Bibliography and In-Text Citation Styles

The American Psychological Association (APA) and Modern Language Association (MLA) bibliographic and in-text citation styles are acceptable formats for documenting written work subject to policies set forth by each academic discipline.

Graduation Requirements

- To graduate from Southern New Hampshire University, students must complete a minimum of 120 credits of work in a bachelor's degree program (more than 120 credits may be required depending on the program of study) or 60 credits in a program leading to an associate degree (more than 60 credits may be required depending on the program of study). *NOTE: It is the responsibility of the student to be familiar with his/her program-specific requirements as these may supercede the university minimum standards.*
- In order to graduate from Southern New Hampshire University, students must fulfill the institutional credit requirements as specified in this catalog.
NOTE: Credit earned for ENG 101 and/or MAT 050 does not count toward graduation requirements.
- Although "D" (1.0), "D+" (1.33) and "C-" (1.67) grades are considered passing in a course, a student must have a minimum cumulative grade-point average of "C" (2.0) for all work completed at Southern New Hampshire University and must satisfy the requirements of a specific program of study, including institutional credit requirements, in order to receive a degree from Southern New Hampshire University.
- As part of its mission, the university takes seriously its goal of preparing students to be proficient in writing correct, coherent English. All entering freshman are encouraged to participate in self-guided activities on the placement website and self-place into either ENG 101 or ENG 120. Students who do not self-place will be placed into either ENG 101 or ENG 120 per the discretion of the writing director.
- Those students taking ENG 101 must pass a Basic Writing Competency Examination given at the end of the course. This examination requires students to demonstrate their ability to write coherently, correctly and thoughtfully about a pre-assigned topic. Students must pass this examination in order to receive credit for ENG 101. Students who fail the Basic Writing Competency Examination must repeat ENG 101 before being re-tested.
- As part of its mission, the university takes seriously its goal of preparing students to be proficient in mathematics. All entering freshmen will complete the Mathematics Department's self-guided placement activity. Based on this activity, some students may elect to take MAT 050 and others may elect approved 100- or 200-level mathematics courses.
- Students require an ability to work with quantitative information. Most students will take a freshman mathematics course. Entering students with weak algebra skills should enroll in MAT 050 - Fundamentals of Algebra. The three credits received for this course are in addition to the 120 credits required for graduation.

- Prospective graduates must submit a petition to graduate to the Office of the University Registrar in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.
- Students may petition to graduate online via my.SNHU. A Petition to Graduate fee will be applied to the student account upon petition submission.
- A student is held responsible for determining that he or she has earned all necessary credits for graduation. Students who have any questions should refer them to their advisors.
- Prior to participating in graduation ceremonies and receiving a degree, student obligations to the university, such as library fines, tuition, dues and fees, must be met and all athletic equipment must be returned.
- No caps and gowns will be released unless all account charges are paid.

Institutional Credit Requirements

To graduate from Southern New Hampshire University, students must complete 30 credits in residence at SNHU, including 12 credits from their major field, excluding the core, for a bachelor's degree and nine credits from their major field for an associate degree. No exceptions will be made regarding institutional credit requirements given in this paragraph.

The final 24 credits of a degree program must be completed at Southern New Hampshire University. Exceptions to the institutional credit requirement given in this paragraph must be requested in advance to the appropriate school dean, who will decide if the request will be granted. (Active-duty military personnel are exempted from the final 24-credit institutional credit requirement.)

Residence credits cannot be used simultaneously to satisfy the requirements of more than one program. It is not permissible, therefore, for a student to receive two degrees from Southern New Hampshire University at the same time.

Credits earned for completing SNHU Internship programs and any approved Southern New Hampshire University student exchange program are considered to be residence credits. Credits earned through institutional exams are considered as residence credits, while those credits earned through the College Level Examination Program (CLEP) are not considered as residence credits.

Note: Institutional credit requirement for Minors described under Minors in this catalog.

Participation in Graduation Ceremony

Students who do not expect to fulfill all graduation requirements by commencement may petition to participate in the graduation ceremony if they meet the following criteria:

1. All but six credits or fewer of actual coursework are not completed but are expected to be completed by August 31 (or end of Term 6), following the May ceremony.
2. All graduation requirements can be completed by August 31 (or end of Term 6), following the May ceremony.
3. As of the petition date, the student's cumulative grade point average is 2.0 or higher for undergraduate students.

Students meeting the aforementioned criteria must submit a Petition to Graduate before March 15. Diplomas are awarded and official honors are recorded only after all requirements have been met.

Appeal Procedure: Exceptions to the policy are handled on a case-by-case basis by the Office of Academic Affairs.

Ceremonial Honors

Ceremonial Honors serve to acknowledge outstanding academic performance for purposes of the commencement ceremony only. All students eligible to participate in the May commencement ceremony are evaluated for ceremonial honors on the first business day of April of each year. Ceremonial Honors are awarded in accordance with the following requirements:

As of October 1, 2013:

Requirements		Acknowledgment	
<i>Minimum Institutional Credits</i>	<i>Cumulative GPA</i>		
Associate's=15 Bachelor's=45	3.500 – 3.699	Honors	Cum Laude
Associate's=15 Bachelor's=45	3.700 – 3.849	High Honors	Magna Cum Laude
Associate's=15 Bachelor's=45	3.850 – 4.000	Highest Honors	Summa Cum Laude

Prior to October 1, 2013:

Requirements		Acknowledgment	
<i>Minimum Institutional Credits</i>	<i>Cumulative GPA</i>		
Associate's=15 Bachelor's=45	3.000 – 3.499	Honors	Cum Laude
Associate's=15 Bachelor's=45	3.500 – 3.799	High Honors	Magna Cum Laude
Associate's=15 Bachelor's=45	3.800 – 4.000	Highest Honors	Summa Cum Laude

Students are not reassessed for ceremonial honors after the assessment date (the first business day in April). The list of students receiving Ceremonial Honors will be made available well in advance of the commencement ceremony. Students receiving Ceremonial Honors are presented with a gold tassel, the honor is read aloud as they walk across the stage, and it is noted in the commencement booklet. Ceremonial Honors are not recorded on the student's permanent official record, transcript or diploma.

Latin Honors

Latin Honors are recognized on the student's permanent official record and reflected on the transcript and diploma.

As of October 1, 2013:

Requirements		Acknowledgment	
<i>Minimum Institutional Credits</i>	<i>Cumulative GPA</i>		
Associate's=30 Bachelor's=60	3.500 – 3.699	Honors	Cum Laude
Associate's=30 Bachelor's=60	3.700 – 3.849	High Honors	Magna Cum Laude
Associate's=30 Bachelor's=60	3.850 – 4.000	Highest Honors	Summa Cum Laude

All program requirements and coursework completed.

Prior to October 1, 2013:

Requirements		Acknowledgment	
<i>Minimum Institutional Credits</i>	<i>Cumulative GPA</i>		
Associate's=30 Bachelor's=60	3.000 – 3.499	Honors	Cum Laude
Associate's=30 Bachelor's=60	3.500 – 3.799	High Honors	Magna Cum Laude
Associate's=30 Bachelor's=60	3.800 – 4.000	Highest Honors	Summa Cum Laude

All program requirements and coursework completed.

Academic Honors

President's List and Dean's List

At the close of each semester at Southern New Hampshire University, the registrar's office publishes two lists of students who have achieved standards of academic excellence during the semester's work. As of June 1, 2013, students who have earned a minimum grade-point average of 3.700 and above for the semester are named to the President's List. Students who have earned a minimum grade-point average of 3.500 to 3.699 for the semester are named to the Dean's List.

Alpha Chi Honor Society

Alpha Chi Honor Society at Southern New Hampshire University recognizes the scholastic achievement of junior and senior liberal arts students. Alpha Chi is a national honor society that provides meaningful benefits for students who plan to pursue graduate or professional study or who plan to pursue a career. Students who have completed 60 credits (with at least 30 of those credits at SNHU) are eligible. Based on their cumulative grade point average, students must be from the top 10 percent of the junior and senior class.

Delta Mu Delta Honor Society

The Southern New Hampshire University business bachelor's degree program honor society is the Gamma Nu chapter of Delta Mu Delta, a national honorary society in business administration. Its purpose is to promote and recognize higher scholarship in training for business and to reward scholastic achievement in business subjects.

Students of good character enrolled in day or evening business-related majors and studying for bachelor's degrees are eligible for membership. A candidate must have completed at least one half of the credits required for his or her bachelor's degree (including a minimum of 24 credit hours, i.e., eight courses at Southern New Hampshire University), have maintained a cumulative grade point average of 3.25 or higher, and reside in the top 20 percent of his or her respective class.

Eta Sigma Delta Honor Society

Eta Sigma Delta (ESD) is the International Hospitality Management Society established in 1978 to recognize hospitality and tourism students for outstanding academic achievement. ESD chapters throughout the world are a testament to the dedication of students and professionals in hospitality and tourism to the pursuit of academic, professional and personal excellence.

The Southern New Hampshire University chapter provides an opportunity for students to pursue activities that will prepare them to distinguish themselves in an increasingly competitive industry. Students are provided with a networking system that allows for interaction and the exchange of information. It is the intent that this Honor Society will lead hospitality and tourism educators and professionals to the highest levels of professionalism and achievement.

Interested Southern New Hampshire University students must meet the following requirements in order to be eligible for membership:

1. Be enrolled in the School of Business and majoring in hospitality and/or culinary management;
2. Have completed 50 percent of their total academic credits;
3. Have a minimum cumulative GPA of 3.2;

4. Agree to uphold the values of excellence, leadership, creativity, service and ethics of Eta Sigma Delta.

Phi Theta Kappa Honor Society

Phi Theta Kappa is an international honor society that recognizes and encourages scholarship for two-year associate degree programs. Phi Theta Kappa attains its goals by developing opportunities for leadership, fellowship and service, as well as providing an intellectual climate for continued academic excellence.

Candidates must have completed at least 12 credit hours in courses that could be applied to an associate degree. Students must earn no less than a 3.5 grade-point average to be invited to accept membership in Phi Theta Kappa.

Pi Lambda Theta

Founded in 1910, Pi Lambda Theta (PLT) is the most selective honor society for educators. Pi Lambda Theta recognizes the academic achievement and outstanding disposition of graduating education students. Pi Lambda Theta honors the accomplishments of exemplary pre-service educators and supports their continuing development of knowledge and skills, fostering individual leadership and promoting professionalism. PLT is a member of Phi Delta Kappa International Family of Associations.

At SNHU, there is a direct honors program where PLT extends membership to graduating students who have been identified by School of Education faculty as having satisfied the eligibility requirements. Graduate students must have achieved a GPA of 3.9 or above; undergraduate students must have earned a 3.5 or above. All candidates must have demonstrated exceptional disposition through their education program.

Psi Chi Honor Society

Psi Chi is the International Honor Society in Psychology, founded in 1929. The purpose of Psi Chi is to encourage, stimulate and maintain excellence in scholarship and advance the science of psychology. Membership is open to both graduate and undergraduate students who are making the study of psychology a major interest. Minimum qualifications include the completion of at least five quarters of college course work, including nine semester hours in psychology. A minimum grade-point average of 3.0 overall and in psychology coursework is required.

Psi Chi is a member of the Association of College Honor Societies (ACHS) and is an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS).

Sigma Tau Delta Honor Society

Sigma Tau Delta is the International English Honor Society. SNHU established its own chapter, Alpha Pi Psi, in the fall of 2008. The Honor Society provides eligible English Language and Literature and Creative Writing majors and minors with opportunities to attend and present at conferences, publish undergraduate work, participate in field trips, and gain valuable networking opportunities. Sigma Tau Delta welcomes students to apply who have completed at least three semesters at SNHU, have completed more than two literature courses beyond the core requirements, and have maintained a minimum 3.0 GPA.

NBEA Award of Merit

The National Business Education Association Award of Merit is presented to the outstanding graduating senior in business/marketing teacher education. This award is presented at the discretion of the business education program faculty.

Support

Harry A. B. and Gertrude C. Shapiro Library

The Harry A.B. and Gertrude C. Shapiro Library serves as the primary information resource center for students, faculty and staff at Southern New Hampshire University. Its mission is to promote successful academic careers and lifelong learning through the delivery of information and instruction using innovative services and technologies.

The library collections are developed to support the university's business, liberal arts, and education curricula at all levels. The constantly expanding collection contains more than 120,000 paper and electronic books; online access to theses and dissertations; access to the contents of 53,146 online journals; and more than 139 proprietary databases. In addition, SNHU faculty and student research is now being collected online in the institutional repository, the SNHU Academic Archive.

The librarians constantly strive to expand the depth of the library's offerings and improve the ability of students and faculty to access its total complement of resources regardless of their geographic locations. This is facilitated by the Off-Campus Library Services (OCLS) which links the research needs of students enrolled through the College of Online and Continuing Education, cohort programs, and overseas campuses with the resources and services of the library.

A strong, dynamic bibliographic instruction/information literacy program provides orientation and training for students, faculty and staff. Librarians design appropriate library instruction sessions, electronic information tools and online tutorials. Emphasis is placed on research strategies, database searching and engaging online resources. Classes are held in the library training facility and at SNHU Centers and other cohort locations and may be introductory or tailored to specific subjects and disciplines.

The Shapiro Library features:

- Twenty-one computer workstations
- Wireless Internet access
- A computerized training room with 28 networked computers, an instructor's computer, overhead projection, video, television and satellite downlink
- Conference rooms for individual and group study
- Resource support for courses
- An enclosed quiet study area
- Networked study carrels
- Printers, copiers, and scanning machines
- Eighteen laptops with wireless network capability available for loan within the library
- The Pantano Art Gallery spotlighting New England artists

The library's online gateway can be accessed from the university's portal at my.snhu.edu.

Media Services Center

A separate but functionally integrated wing of the library contains the Media Services Center. The center provides video recording and streaming of events, sound, lighting, and video post-production for use in classroom instruction and group functions. Computer-edited videos, transparencies and presentations are produced by students and faculty with assistance from the Media Services team.

Included within the center are video editing workstations, recording space, and a media library. The library consists of educational and feature film DVD's, videotapes and audio CD's, which can be reviewed by students and faculty.

Office of Disability Services

The Office of Disability Services coordinates accommodations and services for students with documented disabilities. The office's Disability Specialists work closely with faculty, staff and the ADA/504 Compliance Committee to ensure that reasonable accommodations are made to provide program and facilities access to individuals with disabilities. For more information go to www.snhu.edu/603.asp.

Services to Students with Disabilities

1. Section 504 Compliance and ADA Compliance

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in any program or activity receiving federal assistance. Southern New Hampshire University intends to comply fully with Section 504 and with the Americans with Disabilities Act (ADA) as amended. Southern New Hampshire University's ADA/504 policy is coordinated by the ADA/504 Compliance Committee, which endeavors to ensure that reasonable accommodations are made to provide program and physical access.

2. Self-Identification and Documentation of Disabilities

The university makes no pre-admission inquiry about an applicant's disability. We recognize that to disclose any disability is a personal choice that every applicant may exercise. We respect that choice; however, we encourage applicants with disabilities to self-disclose to the Office of Disability Services. It is only through self-disclosure that informed decisions can be made by the applicant regarding the suitability of Southern New Hampshire University. This information is also useful after the student is enrolled to access appropriate services. Accommodations can be made only after the student provides complete documentation to the Office of Disability Services. Documentation guidelines are available from the Office of Disability Services or online at www.snhu.edu/1347.asp.

3. Academic Responsibility

While personal services and personal aides cannot be provided, reasonable accommodations will be provided to students with disabilities based on documentation and an intake interview between the student and the appropriate Disability Specialist. Such accommodations may include priority registration, auxiliary technology and other reasonable classroom and examination accommodations. In all instances, the classroom instructor is responsible for facilitating the learning and examination process (with assistance and advice from the Office of Disability Services).

4. Grievance Procedure

Southern New Hampshire University has adopted an internal grievance procedure that provides for prompt and equitable resolution of complaints regarding any action prohibited by the Americans with Disabilities Act (ADA), as amended, and by Department of Education regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794). Section 504 states, in part, that "no otherwise qualified handicapped individual ... shall solely by reason of his handicap be

excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance..."

Complaints should be addressed to:

ADA/504 Compliance Officer
c/o wellness Center
Southern New Hampshire University
2500 N. River Road
Manchester, NH 03106-1045
603.645.9679 or Fax 603.645.9711

Grievance Procedure Steps:

1. The university encourages the informal resolution of concerns and will assist any individual with that process. The university is also committed to the prompt investigation and resolution of concerns pertaining to the civil rights of individuals attending the university, employed by the university or participating in university functions, of which it is aware regardless of the filing of an actual complaint. If an individual is dissatisfied with that resolution attempt or wishes to forego an informal resolution, an individual may follow the more formal process below.
2. A complaint must be filed in writing, contain the name and address of the person filing it and describe the alleged violations of the regulations with specific factual information. The Compliance Officer will provide assistance to any person whose disability interferes with filing a grievance in writing.
3. A complaint must be filed within 30 working days of the alleged violation.
4. The ADA/504 Compliance Officer or his or her designee will conduct an investigation, as may be appropriate, following the filing of a complaint. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint.
5. The ADA/504 Compliance Officer will issue a written determination as to the validity of the complaint and a description of the resolution, if any, and forward a copy to the complainant no later than 20 working days after the complaint is received.
6. The ADA/504 Compliance Officer will maintain the files and records of Southern New Hampshire University relating to the complaints filed.
7. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within 10 working days to the ADA/504 Compliance Committee, which will involve other university officials as deemed necessary. The ADA/504 Compliance Committee will render a final decision within 20 working days of receipt of the complainant's request for reconsideration.

These rules will be construed to protect the substantive rights of interested persons, meet the appropriate due process standards and ensure that Southern New Hampshire University complies with the ADA, as amended, and Section 504 and their implementing regulations. Any of the above time frames for the university may be extended if the university determines there are extenuating circumstances. Examples of extenuating circumstances include university holidays and vacations, witness unavailability and circumstances outside the control of the university. Under such circumstances, the ADA/504 Compliance Officer will notify the complainant in writing as to the delay and a projected date for resolution.

Admissions

Candidates for admission to Southern New Hampshire University are evaluated individually on the basis of academic credentials and personal characteristics. Students may complete a paper application for admission or apply online at www.snhu.edu.

The College of Online and Continuing Education offers six terms a year. Applications are accepted throughout the year.

Undergraduate Admission Criteria

When reviewing applicants, primary emphasis is placed on a student's academic record as demonstrated by the quality and level of college preparatory course work and achievement attained.

Most successful candidates admitted to SNHU present a program of study consisting of 16 college preparatory courses, including:

- four years of English
- three or more years of mathematics
- two or more years of science
- two or more years of social science

Test Optional

Effective for the entering class in September 2011, Southern New Hampshire University has moved to a **Test Optional** admission process. Students will no longer be required to submit copies of their SAT or ACT scores to be considered for general admission to the university. The admission committee continues to place the strongest emphasis on a student's academic preparation in high school as the best predictor of success at the college level. However, please note that home-schooled students and those students applying to the 3Year Honors Program in Business Administration or the University Honors Program **are** required to submit copies of their SAT or ACT scores (with writing) to complete their applications.

International Student Admission

A complete application for an international student requires the following:

- A completed International Student Application found at www.snhu.edu/1489.aspx or at www.snhu.edu, click on "Apply Now" and click on "International Students".
- Official copies of academic records translated into English, including:
- Proof of graduation or completion of program.
- Copies of transcripts or mark sheets of all course work taken, with grades or marks for each course indicated (photocopies certified as true copies of originals are acceptable).
- Proof of English proficiency or agreement to enter our full-time, intensive English as a Second Language (ESL) program. Southern New Hampshire University provides conditional admission for students needing ESL prior to entering a degree program.
- Documentation of financial support. Applicants must submit documentation that funds are available, i.e. bank letter. A demonstrated level of support not only for actual tuition and room and board, but also for living expenses, pocket money, books, etc., is necessary.

International applicants, whose native language is not English, must provide SNHU Online with a proof of English proficiency (TOEFL scores) as part of admission requirements. The SNHU code is 3649.

TOEFL Score Requirements	Undergraduate Applicants	Graduate Applicants
Minimum or better score on paper-based TOEFL	530 (equivalent to 6.0 IELTS)	550 (equivalent to 6.5 IELTS)
Minimum or better score on computer-based TOEFL	197	213
Minimum or better score on internet-based TOEFL	71	79-80

Personal Interviews and Campus Tours

A campus visit will help any student become familiar with the university and will assist students through the admission process. Personal interviews and campus tours are strongly recommended. Opportunities to visit SNHU include: guided tours, personal interviews, open house programs and information sessions. The Office of Admission is open year-round. For specific dates and times for visits, please contact us at 800.642.4968 or 603.645.9611 or you can arrange your visit online at: www.snhu.edu/campusvisit.

Admission of Adult/Nontraditional Students

Southern New Hampshire University encourages high school and college graduates of all ages to pursue university studies online, during the day, in the evening, or in a combination of all three. Those interested in adult/nontraditional study may call 866.860.0449 or email enroll@snhu.edu. Students are encouraged to visit our website www.snhu.edu for further admission and program information. In the admission process for the College of Online and Continuing Education undergraduate study, a student must submit an attestation form confirming graduation from high school or equivalent (waived with six (6) transferable college credits) and official transcripts of any college or university that you intend to have evaluated for transfer credit. Standardized tests (SAT or ACT) are not required of applicants to the College of Online and Continuing Education. Students applying to the B.A. Creative Writing program must submit a 200-500 word statement of purpose essay. Once all required documents are submitted and pass the evaluation process, a student will receive official admission to the College of Online and Continuing Education.

Once a student has applied to the College of Online and Continuing Education, and has submitted a Transcript Request form, the Centralized Admission Department is able to order and pay for most domestic transcripts from prior schools attended.

Transfer Credit Evaluation Process

Transfer students receive official transfer credit evaluations with their letters of acceptance. The credit evaluation lists all courses that transfer into the student's degree program so that the student knows exactly the courses needed to complete his or her bachelor's degree. Credits for courses in which the applicant earned a grade of "C" or better, and which fit the student's degree program, are generally transferable. Grades of "C-" will be transferred for credit if the grade-point average of all transferred courses is 2.0 or better. We do not accept as transfer credit cooperatives, capstones, internships and student teaching taken at other institutions.

In most cases, transfer applicants with associate degrees from accredited institutions are granted junior (upper division) standing. Currently a maximum of 90 credits may be transferred toward a bachelor's degree and 30 credits may be applied to an associate degree. For New Hampshire community college students, all course by course equivalencies as well as recommended transfer programs can be found at www.NHTransfer.org. Grades earned in courses taken at other institutions are not considered in the calculation of the student's grade-point average at Southern New Hampshire University. Transfer students are expected to meet all graduation requirements of Southern New Hampshire University. (See the Graduation Requirements section in the University Policies section for more information.)

Articulation Agreements

For information on high school articulation scholarships, please refer to One Stop.

For information on international articulation agreements, please contact the Office of International Admission at 603.645.9629.

Southern New Hampshire University continues to establish and update articulation agreements with accredited two-year colleges. Articulation agreements and course equivalency guides identify the courses that are transferable from a two-year college to Southern New Hampshire University. Students who complete an associate degree (or equivalent) in a program covered by an articulation agreement shall have all passing courses with a grade of "C-" or better accepted for transfer credit, as specified in the articulation agreement.

Our Office of Transfer Recruitment and Articulation is always in the process of coordinating new articulation agreements with institutions throughout the region and country, but as of January, 2012, we have active articulation agreements with the following institutions:

- Andover College
- Bunker Hill Community College
- Cape Cod Community College
- Central Maine Community College
- Community College of Rhode Island
- Community College System of New Hampshire
- Craven Community College
- Great Bay Community College
- Green Mountain Community College
- Haywood Community College
- Herkimer County Community College
- Hesser College
- Lakes Region Community College
- Lebanon College
- Manchester Community College
- Marian Court College
- Middlesex Community College
- Nashua Community College
- NHTI Concord's Community College
- Northern Essex Community College
- North Shore Community College
- Quincy College
- Quinsigamond Community College
- River Valley Community College
- Southern Maine Community College

Thomas Nelson Community College
York County Community College
White Mountains Community College

For further information or to pursue forming an articulation agreement, please contact the Office of Transfer Admission at transfer@snhu.edu.

Credit for Life Experience

Southern New Hampshire University recognizes that many students possess knowledge and skills that may deserve recognition through the awarding of university credits. The university has adopted an advanced placement system that allows students to be granted university credit through a variety of methods.

Through the advanced placement program, credits are granted for the demonstration of proficiency in prescribed sets of competencies at a level acceptable in one of the university's educational programs. The credits must fit into the degree requirements of the program at Southern New Hampshire University chosen by the applicant.

Students beginning at Southern New Hampshire University should review with an advisor the various methods of earning credit toward graduation for previous formal and informal educational experiences.

Internal Transfer

Students currently enrolled in any of the Southern New Hampshire University College of Online and Continuing Education programs who wish to enroll in University College must file an Internal Transfer Application with the Office of Transfer Admission. The internal transfer application form is available at each Center, or can be requested by contacting the Office of Transfer Admission at 603.645.9687. Students will be evaluated on their academic performance in their current programs. Being admitted to another Southern New Hampshire University program does not guarantee acceptance to an undergraduate day program.

Students currently enrolled in Southern New Hampshire University Undergraduate Day Program who wish to enroll in any of the Southern New Hampshire University College of Online and Continuing Education programs must file an Internal Transfer form from the Academic Advising Office or the Office of the University Registrar.

All International Students must obtain forms and begin the process in International Student Services (ISS).

Failure to file an Internal Transfer form with the appropriate office may prevent the student from registering for classes or graduating in a timely manner. It may have an adverse impact on financial aid and may result in the incorrect billing of tuition and fees.

Readmission

Students wishing to re-enter Southern New Hampshire University or transfer applicants wishing to reactivate their acceptance from a previous term must file a Readmission/Reactivation Form with the Office of Transfer Admission. The form can be requested by contacting the Office of Transfer Admission at 603.645.9687. Students must provide updated transcripts if they have attended elsewhere. Being admitted for a previous term does not guarantee reactivation or readmission into University College. If a student left the university and was not in "Good Academic Standing" or "Good Disciplinary Standing", the student must also meet all other requirements given at the time of suspension before an admission decision will be determined.

Students pursuing a program of study at SNHU's College of Online and Continuing Education must maintain an active status by registering for at least one course per year. Students who are unable to maintain active status must contact their academic advisor in order to register for classes, review their program evaluation and receive advising on curriculum and course number changes. Students absent for more than one year will be unable to utilize online registration and will require advising assistance to continue in their program.

Students absent from a program for more than four years are required to re-apply for their program and provide all relevant admission documentation. Students will be assessed on the current catalog year and will complete all new or additional program requirements as assessed by the Office of Admission.

Financial Information

One Stop

One Stop combines financial aid, billing, and student account services into one centralized location. You can visit One Stop online at my.snhu.edu/offices/onestop, email questions to onestop@snhu.edu or call 1.877.455.SNHU to speak with an Enrolled Student Service Associate.

Tuition and Expenses

College of Online and Continuing Education (COCE)

SNHU Advantage Program	\$885/3 credit course
SNHU Manchester	\$960/3 credit course
SNHU Maine	\$729/3 credit course
SNHU Nashua	\$960/3 credit course
COCE	\$960/3 credit course
COCE Military	\$675/3 credit course
SNHU Salem	\$960/3 credit course
SNHU Seacoast Center	\$960/3 credit course

University Wide Fees

Transcript Fee	\$6 each
Transcript Rush Fee, Diploma/Transcript	\$20 each
Graduation Fee (undergraduate & graduate degrees)	\$150
Duplicate Diploma Fee	\$30
Deposits	
Domestic Day Undergraduate Tuition Deposit	\$300
Housing Room Deposit	\$100
Housing Security Deposit	\$100
ILE Undergraduate Student Deposits	\$250
ILE Graduate Student Deposits	\$350
SNHU OneCard Replacement	\$25
Student ID Replacement	\$25

Note: If an undergraduate day student plans to enroll in fewer than 12 credit hours, please inquire about undergraduate day courses per-credit-hour charges by special arrangement.

College of Online and Continuing Education Student Payment and Deposit Policies (COCE)

Payment of Tuition

Tuition must be paid by the start of the term or upon registration, whichever occurs first. Tuition may be paid by cash, VISA, MasterCard, American Express, Discover, check or money order. Online bill payment is available 24/7 through my.snhu.edu. Please log into my.SNHU for access to self-service options i.e. online payment, view/print bill. Textbooks and supplies are sold separately. All students must sign a one-time institutional Promissory Note agreeing to the terms and conditions as set forth by Southern New Hampshire University which can be located on the web at: www.snhu.edu/9461.asp.

Credit Policy

- Students who carry a balance past the start of the term will be charged 1.5% interest each month (18% annually) on the unpaid amount and will have their registration access put on hold, until their account balance is paid in full. Past due accounts will be assessed late fees at the discretion of the university.
- The university will withhold transcripts, diplomas, caps and gowns, and verification for students whose accounts have not been paid in full.
- Students sent to an external collection agency will have significant additional fees as determined by the collection agency added to their account balance, will be responsible for all legal fees and/or costs; and the account delinquency status may be reported to the major credit bureaus.
- The Institutional Promissory Note will be used in the event of default of any payments and/or unpaid balance owed to the university.
- All former collections and bankrupt accounts must pre-pay tuition in full; or have financial aid; or third party billing in place prior to registering for all future classes.
- Credit policy is at the discretion of the credit office and subject to change.

Industry Sponsors

The university cooperates with many company tuition sponsorships and reimbursement plans. Students attending under these plans should give their center office or One Stop the necessary authorization and inform the office how the tuition payment will be handled.

Deferred Tuition

Students receiving tuition benefits from their employer may qualify for a Deferred Tuition Plan. Participating students may carry a one-term outstanding balance, allowing access to registration for the next term and will not be assessed interest charges. Eligibility is based on the completion of all paperwork and by maintaining good financial and academic standing. Students must obtain a letter of eligibility from their employer stating the terms and conditions of their tuition reimbursement policy, and complete the Institutional Promissory Note. Students must sign a contract giving the university permission to charge their credit card (kept on file) in the event that the tuition has not been paid by 30 days after the end of the term and are required to renew annually. Contracts can be obtained through the Credit Office.

Third Party Direct Billing

Students may authorize direct billing from the university to a third party. Students must first submit a voucher/letter or military tuition assistance form to One Stop or appropriate center. The voucher must include beginning and end dates of the academic term, courses covered, books, and other fees covered (if any) and maximum dollar value. Paperwork is due before the term start date. Payers will be billed at the beginning of the term covered by the voucher. Payment is due within 30 days of the billing, finance charges are waived upon confirmation of the approved authorization. Student reimbursement based upon satisfactory completion of the course and grades are not subject to third party billing.

EdLink (formerly known as CAEL)

EdLink has partnered with Southern New Hampshire University to offer tuition discounts to eligible students. Employees of an EdLink partner company will receive a 10% tuition discount off the regular Southern New Hampshire University tuition on courses approved by your employer's tuition assistance policy.

Please contact your place of employment for additional information on the EdLink tuition assistance program.

For tuition assistance: Students must obtain a letter of credit from the EdLink website to present at the time of registration. Each discount-eligible course must be accompanied by a letter of credit. First-time students should direct this letter of credit to their Center. Subsequent letters for future classes can be sent directly to One Stop.

Tuition reimbursement: This is entirely outside of SNHU and is between the student, EdLink and the employer. Students need to obtain an approval notification from the EdLink website to present at the time of registration.

Please note: Students who register for courses without evidence of EdLink authorization may not be guaranteed a discount.

Other payment information:

- Active-duty military and those covered under a direct-billing arrangement will not be charged interest on their account balance.
- Students who are completely covered under a direct-billing sponsorship arrangement are not required to make any initial payment to SNHU as the sponsor will be direct-billed.
- Students receiving financial aid may use such funds to make required payments.
- Students failing to pay their bills for the previous term may be assessed a \$50 late charge. Students who are no longer enrolled at Southern New Hampshire University and have balances will be charged a late fee of \$50. If a payment plan is not established, the account will be placed with a collection agency.
- Students may pay their bill online by logging into their my.SNHU account. For additional information or forms contact One Stop, or visit us on my.SNHU at <http://my.snhu.edu/offices/onestop>.

Course Drop and Withdrawal Policies (College of Online and Continuing Education Only)

University Initiated Withdrawals

Students who are taking Online or hybrid course(s) will be withdrawn for non-participation during the first week of the term. Participation is determined within Blackboard by a discussion board, wiki, or blog posting and/or an assignment submission. Students who do not participate during the first week forfeit their rights to be reinstated into the course. Both the faculty member and the Online administration will make a good faith effort to contact students before withdrawing them by sending an email from their SNHU email address to the student's SNHU email address.

The university reserves the right to withdraw students who fail to meet financial or academic obligations or who, because of misconduct, disrupt the academic process.

Student Initiated Withdrawals

Students may drop a course during the first week of a term, and the dropped course will not appear on the student's academic transcript. Students may withdraw from courses at any time during the second through fourth week of the undergraduate term or the second through sixth week of the graduate term with the course grade of "W". Any withdrawals after the fourth week (undergraduate) or the sixth week (graduate) may only be allowed for significant conditions beyond the student's control (e.g. serious illness documented by a physician's letter), and must be approved by the academic advisor. Withdrawals are not permitted, under any circumstance, in the last week of any term. This policy also applies to an undergraduate student taking a 16-week course.

All withdrawals must be submitted online via the COCE withdrawal form located at www.snhu.edu/648.asp. No paper withdrawal forms or emails will be accepted. In all cases, the effective date of withdrawal is based on receipt of the official, completed form. For the purpose of withdrawals, term weeks start on Mondays and end on Sundays.

Merely ceasing to attend classes does not constitute an official withdrawal for academic or financial reasons. Any student who has not officially been withdrawn from a course will automatically be assigned a grade of "F" for said course, and be responsible for full tuition and any accompanying fees.

When you withdraw from a course, a course grade of "W" is issued. The course will show up as 3 credits attempted but zero credits earned in your academic records. This could have implications in terms of your Satisfactory Academic Progress or your Scholastic Standing with SNHU. Students who do not maintain Satisfactory Academic Progress will experience an impact on Financial Aid eligibility. Withdrawal from a course will likely impact your eligibility for financial aid for the current term as well as future terms. Be sure to discuss these concerns with your academic advisor.

Withdrawal Refund Policy

Please refer to <https://www.snhu.edu/648.asp> for the current withdrawal policy.

Questions?

If you have any questions regarding the withdrawal policy, please contact your academic advisor.

Financial Aid

Southern New Hampshire University provides several types of financial assistance to help students and their families meet the cost of a university education. More than \$60 million was awarded to our students in amounts ranging from \$500 to the full amount of educational costs during the 2011-2012 academic year.

Financial aid programs administered by Southern New Hampshire University come from federal, state, institutional and private sources. A coordinated scholarship and assistance program includes three basic types of aid: gift, loan and work. The different types of assistance can be awarded singly, but it is the university's usual practice to award these types in various combinations called financial aid packages. All scholarship and assistance programs are subject to federal and state regulations. Compliance with these regulations is the responsibility of the student and the aid administrators and is a condition of the student's eligibility to receive assistance.

Students are encouraged to seek assistance from sources outside the university in addition to applying for aid through One Stop. Students should consider such local programs as Dollars for Scholars and service clubs. Guidance counselors may be able to provide information concerning available reference material.

Outside assistance must be reported to One Stop and may necessitate a revision to an existing financial aid award to avoid exceeding the allowable cost of attendance for the student's program of study.

The Financial Aid Application Process

All students are strongly encouraged to complete the Free Application for Federal Aid (FAFSA). The FAFSA information is used for students who wish to apply for any type of need based assistance, including loans, grants and work-study. Entering Southern New Hampshire University's school code of 002580, you can electronically submit the FAFSA at www.fafsa.gov. You must obtain a Student Aid PIN issued by the Department of Education. The PIN permits you to sign your FAFSA online. The student and a parent must have a PIN in order to have a valid electronic signature on the FAFSA. A PIN may be obtained at www.pin.ed.gov. Awards are made for one academic year, which includes terms starting on or after July 1. Students must reapply for financial aid each year.

A paper FAFSA can be obtained at One Stop on the main campus, at any of the SNHU locations, at public libraries and at high schools.

New students' financial aid applications are considered for aid eligibility following admission into the university. Priority will be given to a FAFSA received by March 15. Students who submit a FAFSA after this date will receive all federal and state funds that they are eligible to receive, and will receive institutional aid as funds permit.

Normal processing time for the FAFSA is approximately seven days if submitted electronically with a PIN; two to three weeks for mailed submissions. Students striving to meet the priority filing date are advised to keep the processing time in mind. Mid-year transfer students must ensure that loans processed at other institutions are adjusted by their previous schools to reflect their actual enrollment end dates at those schools. Please contact the Office of Financial Aid of your previous school to have them update this information with the Department of Education.

All required paperwork must be completed before or during the student's annual enrollment period. If a student withdraws from school prior to completing any required financial aid processes, pending financial aid funds will be canceled and any charges will become immediately due to the university.

At Southern New Hampshire University we strive to acknowledge the academic achievement, community service and leadership experience of our students through a variety of merit based grants and scholarships.

Other Scholarship Opportunities

Alpha Sigma Lambda Foundation Scholarship

Any student may apply for the Foundation Scholarships. A student must have completed 30 semester hours with a grade point average of 3.4 for the Triangle Club: Second Century Scholarships, or a 3.2 for the General Foundations Scholarships on all work taken at SNHU. You must be 24 years of age or older, enrolled in a baccalaureate degree program, have a financial need for assistance to complete the degree and do not need to be a member of the local Alpha Sigma Lambda chapter to apply. Applications for the Triangle Club are due in March and the Non-Triangle Club in April. Check with Associate Vice President for Academic Affairs, Nicholas Hunt-Bull (n.hunt-bull@snhu.edu) for more information.

Athletic Scholarship Program

Athletic scholarships are available to outstanding athletes in men's and women's basketball, cross country, lacrosse, soccer, tennis, men's baseball, women's softball and women's volleyball. Scholarship amounts vary. Information regarding these scholarships can be obtained by contacting the appropriate coach in the Southern New Hampshire University Athletic Department at 603.645.9604.

Women's Faculty Scholarship

The Southern New Hampshire University Women's Faculty Scholarship was created by the university's women faculty to acknowledge and support Southern New Hampshire University students who demonstrate an ongoing commitment to human and environmental rights, economic justice, gender equity and community service. Each year, two undergraduate scholarship awards and one graduate scholarship award are provided to returning students who best represent those values. New students are not eligible. Recipients are selected based upon academic record, commitment to human rights and financial need. Undergraduate candidates must apply for this award by May 15; graduate candidates must apply by July 15. For more information contact Pamela Cohen at p.cohen@snhu.edu.

Southern New Hampshire University Endowed Scholarships

The following endowed scholarships are awarded to returning students who best meet the listed eligibility requirements. Separate applications for these scholarships are available each spring from One Stop or online at www.snhu.edu/1453.asp.

Frank and Eleanor Barnes Alumni Scholarship

Established in 1979 in honor of Frank and Eleanor Barnes, former Southern New Hampshire University information technology professors, this scholarship is available to assist students majoring in information technology or accounting/information systems based on financial need and academic criteria.

Scott Caswell Memorial Scholarship

After his death in 1987, this fund was created by friends of Scott Caswell to benefit juniors or seniors who are enrolled in computer-related majors. Recipients must be residents of New Hampshire and have a minimum grade point average of 3.0.

Dow Scholarship

This fund was established from the Franconia College Endowment to provide scholarships with preference first to students who reside in the towns of Franconia, Sugar Hill, Easton, Bethlehem, Littleton or Lisbon and second to students who reside in Grafton and Coos Counties.

The Educational Continuum Scholarship

This fund was established by the Southern New Hampshire University Educational Continuum. This scholarship is awarded to qualified students from Manchester and the surrounding area based on financial need and academic merit.

Finlay Family Scholarship

Established by Southern New Hampshire University alumnus, Robert J. Finlay, this scholarship supports New Hampshire residents enrolled in a graduate or undergraduate School of Business major. Preference will be given to students who display an entrepreneurial spirit and can show financial need.

The Fisher Family Scholarship

The Fisher family established this scholarship fund to be awarded to students who have shown a commitment to the academic support services of the university. Awards are based on a student's commitment to the improvement of the skills, knowledge and competencies needed to successfully complete their collegiate education as demonstrated by the continuous improvement of their academic performance over several semesters. Priority is given to students who utilize the career, learner and academic support services at the university.

William S. Green Scholarship

This fund was established in honor of William S. Green, charter member of the Southern New Hampshire University Board of Trustees and Chancellor Emeritus. Scholarships from this fund are designated for juniors or seniors who have maintained cumulative grade-point averages of 3.0 or higher and have conducted themselves in a manner that has both served and brought credit to the university. Financial need is also a factor in determining recipients of this scholarship.

Tony Lambert Memorial Fund

The Tony Lambert Memorial Fund was established by the Lambert family to support retailing and management majors. Scholarships are awarded to juniors based on need and academic criteria.

Liberal Arts Scholarship

This scholarship was established by the School of Arts and Sciences. Awards will be made to undergraduate students majoring in the programs traditionally identified as the liberal arts who have maintained a GPA of 3.3 or higher, using standard need and academic criteria.

Edward Nassar Memorial Scholarship

In memory of Edward Nassar, a former student at Southern New Hampshire University, the Southern New Hampshire University Alumni Association has created a scholarship fund designed to provide assistance to deserving, needy Southern New Hampshire University students. Preference is given to veterans of the armed forces and/or their dependents.

Dr. Jeannette A. Ritzenthaler Scholarship

The estate of Dr. Jeanette Ritzenthaler made provisions for an endowed scholarship to be awarded to a student from the Lakes Region of New Hampshire. Offered to matriculated undergraduate SNHU students in the College of Online and Continuing Education, the student must be in his/her junior year (or with junior level credits) pursuing a bachelors degree, have financial need, maintain a GPA of 3.0 or higher, and provide evidence of leadership through involvement in school and community activities.

School of Business Scholarship Fund

The Southern New Hampshire University Alumni Association and the School of Business have raised money to support this scholarship program. It provides scholarships to School of Business undergraduate and graduate students based on need and academic criteria.

Continuing Education Scholarship

This scholarship is offered specifically to matriculated SNHU students in the College of Online and Continuing Education. To be eligible students must have a minimum 3.0 GPA, be solely responsible for his/her tuition (employer tuition assistance recipients are not eligible), be currently enrolled and have taken a minimum of fifteen (15) credits at SNHU.

Gertrude C. Shapiro Scholarship

The Gertrude C. Shapiro Scholarship was established as a gift to the university by Gertrude C. Shapiro to assist women from the State of Maine as they pursue undergraduate studies at Southern New Hampshire University.

William Trueheart Scholarship

Established in honor of former Southern New Hampshire University professor, William Trueheart, this scholarship fund is offered to support computer information technology majors with financial need. Preference is given to juniors or seniors with a GPA of 3.3 or higher.

Martha Van Hyland Scholarship

This fund was created in memory of Southern New Hampshire University alumna, Martha Van Hyland to support Belknap County residents matriculated in a bachelor's degree program in SNHU's College of Online and Continuing Education. Students must maintain a 3.0 GPA or higher and show financial need.

Vietnam Veterans Fund

This scholarship, founded by alumni who are veterans of the Vietnam War, supports current students who are veterans, the dependents of veterans, or actively serving in the military. Awards are based on need and academic criteria.

Ronald L. Woodward Memorial Scholarship

The Ronald L. Woodward Memorial Scholarship was created in honor of a former Southern New Hampshire University student and Rochester, N.Y. native by the Southern New Hampshire University Alumni Association. Students whose homes are located in upstate New York shall be given first priority. Preference will be given to students majoring in accounting, accounting/information systems, information technology and business administration, based on need.

Federal and State Programs

Selection Criteria

Southern New Hampshire University participates in Federal Title IV student aid programs and utilizes the required federal methodology for determining student eligibility for federally funded assistance as calculated by the data submitted on the Free Application for Federal Student Aid (FAFSA). This data is used to calculate the Expected Family Contribution (EFC). The EFC is the U.S. Department of Education's measurement of a family's ability to contribute toward education cost.

For dependent students, an estimate of the parents' contribution toward education expenses is made based on their income, assets, federal taxes and other family liabilities. The student's income and assets are also considered in estimating the total family resources that may be utilized to meet the cost of education.

For independent applicants, an estimate of the student's contribution is made based on the income and assets of the student and his or her spouse. Taxes and other liabilities are taken into consideration in the formula.

The difference between a student's cost of attendance (COA) and the estimated family contribution (EFC) and additional support received from sources outside the university is the student's demonstrated financial need. One Stop attempts to fund demonstrated need through a combination of available financial aid sources.

All information submitted in support of an applicant's aid request is held in strict confidence. When a student applies for financial aid by filing the FAFSA, some of the application information is verified with federal agencies. This includes the Department of Homeland Security, Social Security Administration, Selective Service, Veteran's Administration and the National Student Loan Data System (NSLDS). If the information does not match, the discrepancy must be resolved before federal student aid can be disbursed.

The university reserves the right and recognizes the responsibility to cancel awards and re-bill the student and/or parents in cases where financial aid is awarded on the basis of incorrect or incomplete information.

Federal Pell Grant

For academic year 2012-13 Federal Pell Grants range from \$555 to no more than \$5,550. Applicants must be enrolled in a baccalaureate or associate degree program and not already have obtained a baccalaureate degree. Student eligibility and grant amounts are determined by the U.S. Department of Education but vary with enrollment status and program of study.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a campus-based federal grant program with awards ranging from \$200 to \$1,200 per year, depending on demonstrated need and availability of funds. Grants are awarded to students with exceptional financial need, and typically to students receiving Federal Pell Grants.

State Student Incentive Grant (SSIG)

New Hampshire has a reciprocal agreement with Maine, Vermont, Massachusetts, Rhode Island, Connecticut and Pennsylvania through which residents of those states may be eligible for state aid for attendance at a post-secondary institution in New Hampshire. New Hampshire also has an incentive grant program for its residents. The state agency in your state can provide eligibility requirements.

Governor's Success Grant

The Governor's Success Grant program provides assistance to full-time undergraduate students from New Hampshire who have completed 30 credits. The State of New Hampshire provides funds with a matching contribution from Southern New Hampshire University. Funds are not awarded or disbursed until the middle of the spring semester.

UNIQUE Allocation and Endowment Grants

Both grants are funded through earnings from the New Hampshire College Tuition Saving Plan (New Hampshire 529 Plans) managed by Fidelity. Grants may be renewable in future years pending funding availability. The Unique Allocation Grant is for New Hampshire residents enrolled in an undergraduate degree who are true "first time" freshmen with an EFC of \$1,000 or less. Grants are \$1,300 for full-time students. The Unique Endowment program is for New Hampshire residents enrolled in an undergraduate or post-baccalaureate program with a Pell eligible EFC. The minimum grant is \$1,000.

Loans and Jobs

Federal Stafford Loans

The Federal Stafford Loan program offers both subsidized and unsubsidized loans. For students who qualify for a subsidized loan, the federal government pays the interest on the loan (“subsidizes” the loan) until repayment begins and during authorized deferment periods thereafter.

An unsubsidized loan is not awarded on the basis of financial need; however, a student must complete the financial aid application process, and One Stop must determine whether or not a student is eligible for need-based aid before awarding an unsubsidized Stafford Loan. Interest begins to accrue immediately once the loan proceeds have been disbursed. The student can then choose to pay the interest or allow it to accumulate. If the student chooses to let the interest accumulate, it will be capitalized (added to the principal amount) and will increase the amount the student must repay.

To determine eligibility for this federally regulated loan, the student must file the FAFSA and have completed a Federal Stafford Loan Master Promissory Note. Only a university financial aid associate can determine the student’s eligibility based on the cost and financial need at the particular university. Maximum loans for dependent undergraduates are \$5,500 (\$3,500 subsidized/\$2,000 unsubsidized) for students who have fewer than 30 credits, \$6,500 (\$4,500 subsidized/\$2,000 unsubsidized) for students who have at least 30 credits but fewer than 60 credits and \$7,500 (\$5,500 subsidized/\$2,000 unsubsidized) for students who have 60 or more credits in a baccalaureate degree program.

A Master Promissory Note is a renewable serial loan note that must be completed for your first Stafford Loan at SNHU. In succeeding years, additional funds may be added to this note by the student after the student has applied for financial aid through the FAFSA process. A Stafford Loan will be processed for the amount listed on the award notification or a lower amount if indicated in writing by the student. Written notifications of loan approvals will be mailed to the student by the loan servicer.

The current interest rate, established by the federal government, varies but will not exceed 8.25 percent. No repayment of interest or principal is required on either subsidized or unsubsidized Stafford loans until six months after the student graduates or withdraws from the university.

Additional terms and limitations are printed on the Master Promissory Note. For more information on Stafford Loans please visit www.snhu.edu/1212.asp.

Federal PLUS Loans

Parent Loans for Undergraduate Students (PLUS) is a program designed to provide assistance to parents who wish to borrow money to help pay for their dependent child’s education. The maximum loan amount is equal to the total cost of attendance minus the amount of financial assistance received by the student. Repayment of principal and interest begins immediately with minimum monthly payments of \$50 plus interest. Repayment may be spread over 10 years. The university One Stop determines eligibility based upon federal need analysis procedures; the Department of Education determines credit worthiness. A Free Application for Federal Student Aid (FAFSA) must be on file to receive a PLUS Loan.

Private Loans for Parents and Students

There are several alternative loan programs available for parents and students. These programs should be explored only after Stafford and PLUS loan eligibility has been exhausted. Please view information on the private student loans at www.snhu.edu/1212.asp.

International Students and Financial Aid

Financial Aid is available to international students. Students may apply online on the international admissions web page. Maximum awards are \$5,000 for undergraduate students and \$3,000 for graduate students, based on GPA.

Some private student loans are available to international students provided they can obtain a co-signer living permanently in the United States. Details are available in International Student Services (ISS).

International students may work on campus up to 20 hours per week with potential earnings of up to \$5,000 per year.

Computer Purchase Program

One Stop at Southern New Hampshire University (SNHU) does not offer grant aid for the purchase of a computer, however students and parents may request to borrow additional loan funding, up to \$1,500, to cover this expense.

If a student would like to borrow additional loan funding to cover this required expense, they should contact One Stop.

Veterans' Benefits

Southern New Hampshire University is approved for the education of veterans and the children of veterans. Questions regarding benefits for veterans should be directed to the Office of the University Registrar. Each new veteran should submit:

- a. an application for admission
- b. a registration form for the next term
- c. an official high school transcript or an official copy of GED test scores
- d. official university transcripts, if any
- e. a copy of their certificate of eligibility and any service school data
- f. the necessary Veterans Association paperwork

Veterans enrolling under the G.I. Bill for the first time may experience a delay of up to two months before they receive their first checks. Veterans should contact the Veterans Affairs Office at 1.888.442.4551 if no check has been received by the seventh week of a term.

If a veteran student is transferring directly from another school where he or she had been using VA benefits, the student should ensure that the other school promptly notifies the VA of his or her effective date of termination. The student also is required to file Form 22-1995 with the Veteran Affairs Office.

Students requesting Veterans' Educational Assistance are required to have all previous post-secondary educational experience evaluated for possible transfer credits in order to be eligible for benefits. Students must notify the registrar of any past university credits that are transferable to Southern New Hampshire University. If, after two terms, the veteran does not supply the required official transcripts of past studies, he or she will be certified only for the cost of courses. In the College of Online

and Continuing Education, two courses per eight-week term constitute a full-time academic load and qualify the veteran for full-time benefits.

New veteran students should matriculate immediately and select their degree programs. Because of VA regulations pertaining to certifications, a non-matriculated student will not be certified for educational benefits after two terms of attendance. Veteran students who take courses that are not applicable to or not required for their chosen degrees will not be certified to the VA for those courses. In order to maintain full-time status, veterans may take courses outside their majors only in the last term before graduating.

The VA requires strict compliance with a number of other regulations, including maintenance of satisfactory academic progress and notification of any status changes, such as withdrawal from a course. It is the veteran's responsibility to be aware of all VA regulations that affect his or her educational program.

Satisfactory Academic Progress for Financial Aid

Academic progress is determined by One Stop based upon the information contained on the student's academic transcript as of the date of the review. A student must meet both the qualitative and the quantitative standards in order to continue to receive Federal Financial Aid (Title IV).

Qualitative Standard

Students enrolled in undergraduate degree programs must maintain a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale. Students enrolled in graduate degree programs must maintain a minimum cumulative grade point average GPA of 3.0 on a 4.0 scale.

Quantitative Standard

A student must have successfully completed at least 67 percent of all the credits he or she has attempted at Southern New Hampshire University during the entire period of enrollment. Total credits earned divided by total credits attempted equals the percentage.

- All grades earned are considered toward cumulative GPA except for developmental and non-degree courses.
- For the purposes of financial aid, a student may attempt a maximum number of credit hours based on his or her program of study, less the total number of credits accepted for transfer from other institutions. All credits attempted will count toward maximum time frame except for remedial and non-degree courses.
- Undergraduate programs of study must be no longer than 150% of published length of educational program.
- The school must do a continual review of the student's progress toward completion. For example, if a Satisfactory Academic Progress (SAP) review shows that a student is at 110% of maximum time frame and cannot complete his/her program within 150 percent of allowable credits, all Federal Financial Aid (Title IV) must stop.
 - Associate degree candidates may attempt a maximum of 90 credits (150%).
 - Bachelor degree candidates may attempt a maximum of 180 credits (150%).
 - Graduate degree candidates may attempt a maximum of eight years of study in a specific graduate program.
- Credits attempted are those for which the student has enrolled at the end of the add/drop or standard registration period.

- Successful completion is defined as the assignment of a passing grade to the courses attempted and equates to the number of credits earned. **Failure, withdrawal, incomplete or other designations to the courses attempted are not considered successful completion.**
- Repeated coursework:
 - Previously passed courses can be repeated once and be eligible for financial aid. Failed courses that are repeated will be counted in the calculation of credits attempted.
 - Calculation of SAP GPA will follow the method used by SNHU to calculate academic GPA, specifically with reference to repeating of the same course to improve a grade. The first course grade will not be computed into the GPA; instead, the most recent grade will be used. Multiple course attempts do, however, count towards the number of credits attempted used to calculate a student's completion rate.
- Withdrawals:
 - In the SAP calculation withdrawals are considered to be credits attempted but not earned.
- Incompletes:
 - In the SAP calculation incompletes are considered to be credits attempted but not earned until the course is completed and the student receives a passing grade.
- Transfer credits from other schools:
 - In the SAP calculation transfer credits are considered to be credits attempted and completed toward the completion of the student's program and counted toward the maximum time frame.

Review of Satisfactory Academic Progress:

Individual student records will be reviewed annually. The review is for programs of study that are longer than one academic year, and must include all terms of the student's attendance (including summer terms).

Enforcement:

- a. **Financial Aid Suspension:** Failure to meet either the qualitative or quantitative standard will result in the student being placed on financial aid suspension until the next evaluation period. The student will not be allowed to receive financial aid while they are on financial aid suspension.
- b. **Financial Aid SAP Appeal:** Students who have been placed on financial aid suspension will be allowed to appeal their suspension. The appeal must include the following to be considered:
 - Reason why they failed to make SAP.
 - What has/will change that will allow the student to make SAP at the next evaluation period.
 - As appropriate, an academic plan developed and in place with their academic advisor and signed by the student.
- c. **Financial Aid SAP Probation:** Students who have been initially placed on financial aid suspension, who have an approved appeal are placed on SAP probation. Student's eligibility for Federal Financial Aid (Title IV) has been reinstated.
- d. **Financial Aid Appeal Approval:**
 - Student has an academic plan in place that will ensure they are able to meet SAP standards by a specific point in time.
 - Students with an approved appeal who are placed on SAP probation (with or without an academic plan) will have their status reviewed after the first payment period (term) following their successful appeal. **Students who are not meeting the requirements will be suspended and all current and future aid must be canceled immediately, regardless of current enrollment.** Students meeting SAP and/or the requirements of their

academic plan will not be reviewed again until the next annual SAP review. Students who are suspended as part of this process may appeal this decision.

Credit Balance Refunds/Overpayment on your Account

A credit balance will accrue on your student account when a payment to cover charges exceeds the total amount owed to the university. Many times, this is due to receiving an additional federal or alternative loan that is not needed to cover direct educational expenses. Although you are eligible to receive this additional loan money, SNHU advises you to borrow only if necessary as a supplement to indirect educational expenses (books, supplemental living expenses, etc.).

How to Reduce or Decline your Federal Student Loans

To cancel or reduce this loan disbursement (and subsequent disbursements), write a statement indicating the amount you wish to reduce or decline, sign it, and upload it to the secure Financial Aid Dropbox on my.SNHU. If your parent is reducing a Parent PLUS Loan, please have your parent indicate the amount they wish to reduce or decline and have them sign it.

SNHU OneCard through Higher One

Southern New Hampshire University has partnered with Higher One, a financial services company focused solely on higher education, to offer faster delivery of refunds to students. Upon enrollment, you will be sent a SNHU One Card through HigherOne. To receive money that is owed to you due to an overpayment on your account, you must activate this card. With Higher One you have the option to have a potential refund available through your SNHU OneCard or have it sent to an existing bank account through an ACH transfer.

If you have lost or misplaced your SNHU OneCard please contact the One Stop at 1.877.455.7648 or email onestop@snhu.edu to order a replacement card.

University Directory

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Fax 207.798.5419

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603.881.8393
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salem@snhu.edu

SNHU Seacoast

231 Corporate Drive
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603.436.2831
seacoast@snhu.edu

SNHU Vermont

463 Mountain View Drive, Suite 101
Colchester, VT 05446
1.800.730.5542

Admission

Undergraduate Day Office

800.642.4968
603.645.9611
FAX: 603.645.9693
admission@snhu.edu

College of Online and Continuing Education

33 South Commercial St., Suite 203
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888.327.SNHU
moreinfo@snhu.edu

Online

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Current students: onlinestudent@snhu.edu

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B.S., Southern New Hampshire University

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M.Ed., Syracuse University

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M.S., M.B.A., Southern New Hampshire University

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A.O.S., Johnson and Wales University

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Database Administrator
B.S., Southern New Hampshire University

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Customer Liaison

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B.A., Georgia Southern University

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B.A., University of Maine at Farmington
M.S. Western Illinois University

Donna Petterson

Accounts Receivable Specialist

Karen Pinkos

Head Coach, Women's Basketball
B.S., University of New Hampshire

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B.F.A., New York University
M.A., Teachers College, Columbia University
Ed.D., Plymouth State University

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Head Coach, Women's Soccer
B.S., New Hampshire College

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B.S., Southern New Hampshire University

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B.A., Southern New Hampshire University

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B.S.S., M.Ed., Ohio University

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B.A., M.Ed., Ohio University

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A.A.S., Salvation Army School for Officer Training

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A.S., Wyoming Technical Institute

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M.A., Columbia University

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Colleague Training, Documentation Coordinator
B.S., Southern New Hampshire University

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Head Softball Coach, Assistant Women's Soccer Coach
A.S., University of New Hampshire

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Associate Enterprise Architect
B.B.A., University of Georgia

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A.S., B.S., New Hampshire College

Suzanne Roy

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B.A., Notre Dame College

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B.S., Southern New Hampshire University

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M.S., Arab Academy for Banking and Financial Sciences,
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M.S., Southern New Hampshire University

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M.Ed., Springfield College

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Enrolled Student Services Associate

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M.S., University of Bridgeport

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B.S., New Hampshire College
M.S., Southern New Hampshire University

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B.S., Suffolk University

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Field-based Graduate Program in Education
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M.Ed., Saint Michael's College

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B.A., University of New Hampshire
M.A., University of Louisiana at Monroe

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Head Coach, Men's Basketball
B.S., Keene State College
M.Ed., Antioch University

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Coordinator of Health Services
R.N., B.S.N., St. Anselm College

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Director of Development Operations
B.S., Plymouth State College

Pauline Y. St. Hilaire

Director, Dual Enrollment
B.S., M.S., New Hampshire College

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Student Finance Manager, Enrolled Student Services
B.S., University of Lowell

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B.S., New Hampshire College
M.B.A., Southern New Hampshire University

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B.S., Boston College

Jessica Stanwood

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M.S., Miami University

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B.A., University of New Hampshire
M.A.T., Sacred Heart University

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Senior Programmer Analyst

Gavin Telfer

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Executive Director, Student Center/Student Affairs
Specialist
B.S., Plymouth State College
M.Ed., Northeastern University
D.A., Franklin Pierce University

Claire Turner

Manager of Military Financial Services
B.S., Daniel Webster College

DaVaughn M. Vincent-Bryan

Residence Director
B.A., University of Vermont

James Whitcher

P.C. Services Specialist/Lab Technician Supervisor

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B.A., University of New Hampshire
M.B.A., New Hampshire College

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B.A., Stetson University

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M.P.A., University of New Hampshire

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A.S., New Hampshire Technical College
B.S., Franklin Pierce College
M.B.A., Southern New Hampshire University

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A.A.S., George Washington University
B.S., University of New Hampshire

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M.S., University of Vermont
Ed.D., Nova Southeastern University

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Graduate Program in Community Mental Health
B.S., Trinity College of Vermont
M.S., Southern New Hampshire University

Vincent J. Zuccala

Head Trainer
B.S., Salem State College
M.S., Eastern Illinois University

Distinguished Achievement Citations

Alumni Association Distinguished Service Award

*1979	Kenneth E. Preve, 1971
1980	Christos Papoutsy, 1957
1981	Richard Courtemanche, 1973
1982	David D. Myler, 1969
1983	Maurice Raymond, 1970
1984	Robert K. Morine, 1971
1985	Michael Brody, 1973
1986	Russell Pelletier, 1970
*1987	Dr. Gertrude Shapiro, Honorary, 1971
1988	Thomas Space, 1974
1989	William S. Green Esquire, Honorary, 1976
1990	Dale (Plavnicky) Trombley, 1983
1991	Michael DeBlasi, 1970
1992	Dr. George Larkin
*1993	Dorothy S. Rogers
1995	Rene LeClerc, 1971
1996	Peter Perich, 1976, 1985
1997	Doug Blais, 1988, 1990
1998	Dr. Richard A. Gustafson
1999	Paula Reigel, 1987, 1992
2000	Janice (Somers) Fitzpatrick, 1993
2001	Bianca Holm
2002	Joseph Panaro, 1972
2003	Raymond Prouty, 1977
2004	Norton (Tuffy) Phelps, 1985
2005	Rob Grenus, 1987
2006	David H. Bellman 1992
2007	Linda Hicks, 1994, 1999
2008	Robert P. Schiavoni, 1972
2009	C. Richard Erskine
2010	John J. Rainone, 1985, 1990
2011	Burton Kaliski

*Deceased

Alumni Hall of Fame Recipients

*1991	Tony Lambert, 1968
1992	Dr. Judith Bouley, 1974, 1979
1993	Dr. Christos Papoutsy, 1957
1994	Richard Courtemanche, 1973
1995	David Myler, 1969
1996	Michael DeBlasi, 1970
1997	Robert Garneau, 1977
1998	Edward Ithier, 1987
1999	Thomas Tessier, 1974
2000	Bea (Worden) Dalton, 1973
2001	Donald Labrie, 1971
2002	Rene LeClerc, 1971
2003	Doug Blais, 1988, 1990
2004	Peter Perich, 1976, 1985
2005	Ann Lally, 1979, 1995
2006	Andrew W. "Mickey" Greene, 1972
2007	Theresa Desfosses, 1972
2008	Robert J. Finlay, 1992
2009	Michael B. Brody, 1973
2010	David H. Bellman, 1992
2011	Mark A. Ouellette, 1977

*Deceased

Young Alumni Award

2000	Michelle (Lamontagne) Strout, 1996, 1998
2001	Chad Mason, 1998, 2000
2002	Robin Sorenson, 1997
2004	Meghan (Cotton) Dalesandro, 2000
2005	Kristina Kintzer, 2001, 2003
2006	Tiffany A. Lyon, 2000, 2002
2007	Katherine A. McKenney, 2003, 2007
2008	Jason F. DeMarzo, 2003
2009	Ashley A. Liadis, 2002, 2005
2010	Jeffrey M. Penta, 2005, 2008
2011	Alan "Jared" Gabrey, 2006, 2009

Southern New Hampshire University Excellence in Teaching Recipients

1989	Burton S. Kaliski	2003	Dorothea Hooper
1990	Robert R. Craven	2004	Donald Sieker
1991	Marc A. Rubin	2004	John Hayward
1992	Nicholas Nugent	2005	Pamela B. Cohen
1993	Robert Losik	2005	Micheline Anstey
1994	Ausra M. Kubilius	2006	Helen M. Packey
1994	Camille Biafore	2006	Robert T. Wheeler
1995	Karen Stone	2007	Peter J. Frost
1995	Beverly Smith	2007	Andrea L. Bard
1996	Eleanor Dunfey-Freiburger	2008	Catherine Stavenger
1996	Nicholas Cameron	2008	Kathy J. Willis
1997	Robert Begiebing	2009	Robert Craven
1997	Mary Healey	2009	James Duffy
1998	Patricia Spirou	2009	Irwin Bramson
1998	John Aylard	2010	Doug Blais
1999	Jeanette Ritzenthaler	2010	Bryan Bouchard
1999	Helen Packey	2010	John Blois
2000	Mahboubal Hassan	2011	Christopher Toy
2000	Eva Martel	2011	Patricia Findlen
2001	Martin J. Bradley	2011	Micheline West
2001	Gary Baker	2012	Megan Paddack
2002	Perrin H. Long	2012	Lori DeConinck
2002	Daniel O'Leary	2012	William Barter
2003	Doug Blais	2013	Michael Hendery
		2013	Kathy Willis
		2013	Mark F. Hobson

School and College Information

School of Arts and Sciences

Undergraduate and Graduate Mission

“...and learn by going where I have to go.”

– Theodore Roethke

The mission of the School of Arts and Sciences is to educate all to live and work well; and to prepare for a community role that is as central to individual success as it is to a sustainable society.

The arts and sciences explain enduring characteristics of human achievement and failure; order and chaos; and the wisdom and compassion that may inform our actions. The arts and sciences are a path into the unknown as well as a marked trail for what we know of our universe to date.

School of Arts and Sciences

At Southern New Hampshire University, the School of Arts and Sciences serves students in their quest for a productive education, meaningful work, and a life that takes account of the common good. The School of Arts and Sciences is founded on the fundamental notion that a comprehensive education encourages curiosity, elevates conscience, and responds to community needs. The broad scope of the liberal arts opens many paths of life and work, and helps students to understand the deepest forms of human expression. By connecting the humanities, science, fine arts, mathematics, technology, and social inquiry, students engage creative energies and develop problem-solving capacities. Each major requires an additional nine credits, or three courses, in the arts and sciences to be taken outside the disciplinary fields of the major. These are noted as “required SAS courses” for each major. Thus, Arts and Sciences majors are able to explore the relevant disciplines in depth as well as broader implications to prepare students for any number of career choices.

School of Arts and Sciences Graduate Programs

The School of Arts and Sciences offers graduate programs in Community Mental Health and Mental Health Counseling, Teaching English as a Foreign Language and a Master of Fine Arts in Fiction and Nonfiction Writing. Our graduate programs reflect a commitment to the essential role that the liberal arts play in education at all levels.

Our master’s degrees introduce concepts and methods of critically analyzing knowledge, and teach students how to connect and integrate knowledge. We are dedicated to preparing students to become well-equipped professionals. In addition, we enable our degree candidates to explore and fulfill the promise of their talents and to contribute meaningfully to the world in which we live.

The graduate program in Community Mental Health and Mental Health Counseling offers a Master of Science degree which prepares students to be licensed as Mental Health Counselors, and certificates/specializations in Integrated Community Mental Health and Substance Abuse Services for Children, Youth and Families and for Adults. The program is offered on-location, in a weekend format, for practicing professionals in New Hampshire, Maine, Vermont, Wisconsin and Alaska.

All of us in the School of Arts and Sciences welcome you to our graduate programs and invite you to join in an exciting exploration of the ways in which our faculty and curricula can help you fulfill both professional and personal aspirations.

We hope to meet you in classes and through the many other activities connected with the School of Arts and Sciences. We look forward to helping provide you with a rewarding educational experience at Southern New Hampshire University that prepares you for an enriched life and a successful career.

School of Business

Undergraduate Mission

The school develops and implements high-quality, innovative, leading-edge, competency-based business curricula that meet the changing needs of students, business, government and society.

Our faculty brings both theoretical and practical knowledge into the learning environment, engages in scholarly activities and provides service to the community.

The school values its students, faculty and staff by establishing and maintaining a supportive environment that enables creativity, innovation, open communication and mutual respect.

The school recognizes that its student populations are diverse and have a wide range of education needs, requiring that it use different delivery mechanisms and locations and that the faculty is responsible for the academic quality, integrity and consistency of all School of Business offerings, including continuing and online education.

Laptop Computer Requirement

As of 2005, all incoming undergraduate day freshman students majoring in business have been required to own a laptop computer. The university has partnered with a manufacturer to offer our students affordable technology. Please see the SNHU website for more information.

Research Paper Citation Guidelines

The School of Business recognizes the American Psychological Association (APA) citation guidelines as the standard to be used in all business courses.

The Business Core

The following ten (10) courses comprise the basic business education that the university believes is essential to preparing students for careers in business. In addition to these core business courses, students in each Bachelor of Science degree business program will also satisfy the General Education Program requirements, take specialized courses within their majors, and choose free electives that match their career and personal goals.

Within the General Education Program:

Preparation for students majoring in an undergraduate business degree program will require taking the following specified courses.

- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

Within the Business Core Program:

The following course work is required of the Business Core:

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- FIN 320 - Principles of Finance Minimum Credits: 3
- INT 113 - Introduction to International Business Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 421 - Strategic Management and Policy Minimum Credits: 3
- QSO 300 - Introduction to Operations Management Minimum Credits: 3

Graduate Mission

The school develops and implements high-quality, innovative, leading-edge, competency-based business curricula that meet the changing needs of students, business, government and society.

Our faculty brings both theoretical and practical knowledge into the learning environment, engages in scholarly activities and provides service to the community.

The school values its students, faculty and staff by establishing and maintaining a supportive environment that enables creativity, innovation, open communication and mutual respect.

The school recognizes that its student populations are diverse and have a wide range of education needs, requiring that it use different delivery mechanisms and locations and that the faculty is responsible for the academic quality, integrity and consistency of all School of Business offerings.

School of Business Graduate Programs

Southern New Hampshire University's School of Business is widely regarded as a leader in preparing managers for the business challenges they will confront in the ever-changing global economy.

School of Business programs reflect the changing needs of professionals and help them thrive in the domestic and international economies. We provide students with links to the global business community and access to innovative learning systems and advanced technologies that showcase our cutting-edge position in education.

Our educational approach and diverse student body provide students with an international view that will enable them to integrate business across cultures and markets. The curricula provide students with varied perspectives on the myriad forces that influence global and domestic marketplaces.

This global outlook is especially evident in our inventive International Business program, which is available at the undergraduate, graduate and doctoral levels. The program is recognized as an international leader and has been awarded multiple grants that allowed for the creation of extensive research and internship and travel opportunities for students and faculty. Our Ph.D. in International Business trains highly qualified individuals for careers in research, academia, consulting and multinational corporations.

The key to programs offered through the School of Business is flexibility, allowing students to make their degree programs fit their educational and professional aspirations, as well as their schedules. The University has long held to the tenet that the changing needs of the marketplace and those seeking professional degrees require a broad scope of choices.

The School of Business offers Master of Business Administration, Master of Science and Certificate Programs in many business disciplines, including organizational leadership, international business, finance, accounting, marketing, information technology, sport administration, taxation and others.

Students can tailor their M.B.A. degrees to include focuses in marketing, international business or finance information technology, to name a few options. Or they can choose to combine a Master of Science degree with the M.B.A. program. M.B.A. and other business courses and electives may also be taken through the College of Online and Continuing Education. These are just a few examples of the choices available to our students.

Our business programs feature a clear blend of theory and practice. Students not only master academic concepts and theories, they learn how to use them immediately. For example, students learn to work in teams with diverse members, just as they would in the business world. They often are assigned work-based projects that they can use immediately in their careers. Many of the region's leading corporations realize their employees will improve their skills and capacity for growth immediately by enrolling here and will underwrite tuition, fees and other expenses.

Graduates of our business programs have gone on to work for such industry leaders as American Express, AT&T, Coca-Cola, General Electric, General Motors, IBM and Fidelity Investments.

Guiding Principles

The School of Business is committed to a learning environment that encourages intellectual curiosity, ethical behavior, creative and critical thinking and decision-making and prepares the student to be a partner in a lifelong learning process.

The School of Business is committed to preparing students for leadership in business, industry and the community through development of business knowledge and skills, social and ethical values and an international perspective.

The School of Business, as a learning institution, is committed to excellence in teaching, research and other professional activities that lead to the intellectual development of the school and the community.

The School of Business is committed to design, develop, evaluate, implement and financially support programs and activities that add value to the School of Business and the academic experiences of the students.

The School of Business is committed to high-quality, innovative, competency-based educational programs that engage its students as partners and active participants in the learning process.

The School of Business is committed to establishing and maintaining learning partnerships among faculty, students, businesses and other educational and community organizations.

The School of Business is committed to an innovative curriculum that integrates cutting-edge technology to support the educational mission and deliver a competitive professional education.

The School of Business respects and supports diversity in the university's communities and beyond.

The School of Business is committed to creating an environment to foster scholarship leading to knowledge generation and dissemination.

The School of Business is committed to a strategic management process.

School of Business Master Degree Programs

Students may be admitted to a School of Business graduate program under the following categories:

Unconditional acceptance in the Global M.B.A. or a specialized M.B.A. program and the M.S. programs requires that the student has earned a U.S. or equivalent bachelor's degree from an accredited institution with a cumulative GPA of 2.75 or better. Student is subject to program availability at the time of matriculation.

Provisional Admission may be granted to applicants with an undergraduate GPA within the 2.25 to 2.74 range. Under this status, a student is allowed to enroll in a maximum of two graduate courses and must earn grades of "B" (3.0) or better in both courses prior to matriculating into a graduate program of choice. Student is subject to program availability at the time of matriculation.

Course Work Only (CWO) Admission is granted to applicants meeting other admissions criteria, but not planning to matriculate into a graduate certificate or degree program. Under this admission status, a student is considered a non-matriculated student, and is limited to enrollment in a maximum of six graduate credits (2 courses).

Application to School of Business Degree or Graduate Certificate Programs

Applicants are required to submit the following materials:

- A completed School of Business application with \$40 application fee.
- Official undergraduate transcripts from the institution that awarded your degree. Note: In some cases transcripts from transfer institutions may also be needed.
- A copy of your personal resume or employment history.

Application decisions are made on a rolling basis, normally within one week of the completion of applicant's file.

Foundation Courses

Students who did not major in business at the undergraduate level, and/or did not earn grades of "C" or better (2.0 +) in equivalent undergraduate course work, may be required to satisfy foundational business course work in the areas of Financial Reporting and Analysis (Accounting), Macroeconomics and Microeconomics, and Mathematics and Statistics.

Requirement of this foundational business course work is graduate degree specific. Specifically, the following depicts the foundation requirements of each graduate degree program offered by the School of Business.

SNHU M.B.A.

Foundational Course Requirements

- Business Law
- Financial Reporting and Analysis
- Macroeconomics and Microeconomics
- Mathematics and Statistics
- Organizational Behavior

Specialized M.B.A.

Foundational Course Requirements

- Undergraduate (B.S./B.A.) degree in a business discipline.
- Students without an undergraduate degree in a business discipline will be assessed for satisfaction of the following foundational courses:
 - Financial Reporting and Analysis
 - Macroeconomics and Microeconomics
 - Mathematics and Statistics
 - Business Law
 - Organizational Behavior

M.S. in Accounting

Foundational Course Requirements

- Financial Reporting and Analysis
- Macroeconomics and Microeconomics
- Mathematics and Statistics

M.S. in Finance and M.S. in Accounting/Finance

Foundational Course Requirements

- Financial Reporting and Analysis
- Macroeconomics and Microeconomics
- Mathematics and Statistics*

** Note: Student must have earned a grade of "B" or better in undergraduate Statistics within the past 5 years to meet foundational degree requirements for M.S. in Finance.*

M.S. in Marketing

Foundational Course Requirement

- Mathematics and Statistics

M.S. in Operations and Project Management

Foundational Course Requirement

- Mathematics and Statistics

M.S. in Organizational Leadership

Foundational Course Requirements

- Mathematics and Statistics
- Macroeconomics and Microeconomics

M.S. in Sport Management

Foundational Course Requirement

- Financial Reporting and Analysis

Note: The M.S. in Information Technology does not have foundation course requirements.

School of Business Graduate Certificate Programs

Students pursuing Graduate Certificates only, may be required to satisfy foundational business course work as specified by each course required to complete the Graduate Certificate of choice. Please refer to the official course descriptions listed in this Graduate Catalog.

SNHU Center for Co-operatives and Community Economic Development (CCCED)

CCCED provides training to co-op members and people working in the field; carries out research that engages communities as collaborators, producing both new knowledge and useful information for the organizations involved; and provides consulting services to help organizations apply the cooperative model in community economic development. In 2008, the Center led a study trip to the Italian co-operatives; prepared a Directory of Worker Cooperatives published by the US Federation of Worker Cooperatives, and conducted research on worker co-op entrepreneurs. The Center collaborates with other cooperative organizations including the Cooperative Development Institute, Cabot Creamery, St. Mary's Bank, the National Cooperative Business Association, and the National Cooperative Bank. For further information contact Dr. Christina A. Clamp at c.clamp@snhu.edu.

Institute for International Business of Southern New Hampshire University

Mission

The mission of the Institute for International Business (IIB) is to offer the intellectual assets of the International Business Department to the business community and other constituencies in the United States and abroad to create value for our institution, faculty, students, and the business community at large. The IIB will primarily focus on programs and services that will eventually contribute to the global competitiveness of its constituencies at all levels and generate revenue for SNHU.

Objective

The overall objective of the Institute for International Business is to be the arm of the International Business Department to fill the gap between academic education and research, and its application. Much of the research and courses being taught in the International Business Department of Southern New Hampshire University focus on the development and application of theoretical concepts with an academic focus. The Institute will attempt to bring together the academic strength of the IB department, and the research and training needs of the business community, both in the United States and overseas.

1. **Research Objective**

The International Business Department has accumulated considerable research capabilities as part of being a research oriented department to service the doctoral students. The numerous publications by faculty and doctoral students show the depth of the research capacity of the department. In addition, we have built research infrastructure, including the International Business Modeling Laboratory (IBML), numerous databases, and advanced software which is unique in the region. We believe that these assets could be a valuable resource for the business community and other interested organizations. In addressing long term and fundamental business issues, it would also be a vehicle in making research to our faculty and doctoral students more relevant.

2. **Training Objective**

Executive training in specialized topics has emerged as an important area of contribution by universities to executive development. In the area of International Business, a number of such specialized training and non-credit courses can be identified. The Institute for International Business at SNHU will offer short non-credit courses for executives. These courses will also be offered overseas for executives in other countries.

3. **Speaker Series and Conferences**

The Institute hosts conferences and speaker series throughout the year to encourage interaction between academia and the business community with a focus on global business issues.

Partners

- New Hampshire Governor Office of International Commerce
- New Hampshire International Trade Association
- U.S. Department of Education Title VI B
- International Business Modeling Lab: IBML

Delta Mu Delta Honor Society

The Southern New Hampshire University business master's degree honor society is the Gamma Nu chapter of Delta Mu Delta, a national honorary society in business administration. Its purpose is to promote and recognize higher scholarship in training for business and to reward scholastic achievement in business subjects.

Students of good character enrolled in day or evening business- related majors and studying for master's degrees are eligible for membership. A candidate must have completed at least one half of the credits required for his or her master's degree, possess a cumulative grade point average of 3.6 or higher and reside in the top 20% of his or her respective class.

Research Paper Citation Guidelines

The School of Business recognizes the American Psychological Association (APA) citation guidelines as the standard to be used in all business courses.

School of Education

Undergraduate Mission

The School of Education is committed to creating a better tomorrow by preparing students and supporting professional educators today to be knowledgeable, reflective leaders, responsive to the needs of a diverse society.

The School of Education's mission is supported by its conceptual frameworks:

Theory into Practice: The School of Education is committed to preparing students who turn theory into practice through application of learned strategies and innovative technologies. We recognize the complex dynamics of the human experience and will strive to be sensitive and responsive to the social, emotional, physical, and intellectual needs of those we serve.

Reflective Practitioners: The School of Education is committed to developing reflective practitioners who are self-aware, intellectually curious, and dedicated to the improvement of practice through continuous professional growth. We aspire to model respect for diversity, critical thinking, and service to community.

Leadership and Professionalism: The School of Education is committed to developing leadership and professionalism. We serve the community and promote innovative advocacy through collaboration and a shared vision of success.

School of Education graduates possess the breadth and depth of academic knowledge and the dedication to excellence that they need in order to meet the changing needs of children, families, community, students, schools, and educational policy. Our programs provide a foundation for a rewarding career and a lifelong commitment to learning.

Together, the school's students, faculty and staff share a passion for teaching and learning. In partnership with local schools and communities, and in collaboration with colleagues from across the university, we are committed to supporting children and their families. This emphasis on interdisciplinary collaboration and meaningful engagement with local schools and community partners provides rich opportunities for our students on their journey toward becoming professional educators.

Our education faculty believes that successful educators draw on strong values and principles in professional practice, change, and growth. To help each student define a personal philosophy of education, our programs provide theoretical, practical, and research-based foundations along with the opportunity for personal reflection.

The School of Education is committed to developing in its students a depth of academic knowledge that weaves theory into practice. Through a collegial culture of teaching and learning, faculty, staff, and students work collaboratively in the study of content that enables inquiry, critical thinking, and problem solving.

Education students at SNHU choose from one of the following programs. All certification programs meet the requirements for New Hampshire teaching certification.

Programs

Bachelor of Arts

- Child Development Leadership, B.A.
- Early Childhood Education, B.A.
- Elementary Education with Special Education, B.A.
- Elementary Education, B.A.
- English Language and Literature and English Education, B.A.

- History and Social Studies Education, B.A.
- Middle School Mathematics Education, B.A.
- Middle School Science Education, B.S.
- Music Education, B.A.
- Special Education, B.A.

Bachelor of Arts / Master of Arts

- 5Year Elementary Education, M.A.T.

Certificate

- Business Education – Certification 7-12
- Curriculum Administrator Certification
- Early Childhood Education – Certification PreK–3
- Education Technology Integration Specialist Certification
- Educational Leadership – Principal Certification
- Elementary Education – Certification K-8
- English for Speakers of Other Languages (ESOL) Education – Certification K-12
- School Business Administrator Certification
- Secondary Education – English or Social Studies Certification 5-12

Non-Degree

- Child Development Minor
- Education Minor

Master of Education

- Child Development, M.Ed.
- Curriculum and Instruction, M.Ed.
- Educational Studies, M.Ed.
- Reading and Writing Specialist, M.Ed.
- Special Education, M.Ed.

Master of Education /Certificate of Advanced Graduate Study

- Field-based Graduate Program in Education

Doctor of Education

- Educational Leadership, Ed.D.

Requirements for NH Teacher Certification

Teacher Certification Program

The quality of elementary and secondary schools depends on the character and caliber of our teachers, therefore the State of New Hampshire has set requirements for teacher certification. SNHU has designed the Teacher Certification Program (TCP) to ensure that its graduates meet the academic, professional, and personal standards that the state has set for teacher certification. Students usually apply to the Teacher Certification Program in the first semester of their sophomore year, or for transfer students their first semester. Applicants will be considered for acceptance to the TCP program based on the following criteria:

- Achievement and maintenance of a cumulative GPA of 3.0
- Passing PRAXIS I Scores
- Faculty recommendations
- Approval of required essay

Only School of Education courses with a grade of “C” or better may be used toward NH teacher certification requirements. Any School of Education courses with a grade lower than a “C” may be used for graduation credits, but will need to be repeated with an earned grade of “C” or higher to be applied toward State of New Hampshire teacher certification.

Field Experiences

The School of Education believes that the theories and methods discussed in the college classroom are best understood in concert with practical experiences. The New Hampshire Department of Education requires that students participate in relevant and varied field experiences. Therefore, participation in applied learning situations is a required component of many DEV, EDU and SPED courses. Students will complete a minimum of 100 hours of field experience during their programs prior to student teaching. Student records will be evaluated to confirm all field experience requirements have been met upon applying to student teaching.

Student Teaching

Student teaching provides a valuable learning experience for the pre-service teacher through an internship under the direct supervision of a certified mentor. During this placement, the student teacher gradually assumes the role of the teacher. All degrees leading to initial teacher certification culminate in this 16-week student teaching experience. Students apply to the student teaching program one year prior to beginning their placement, generally during their junior year. In this application process, students are again evaluated to confirm that they have maintained the requirements of the Teacher Certification Program and that they have completed all fieldwork and course requirements. Students must pass the PRAXIS II in their subject area prior to being considered for a student teaching placement.

Graduate Mission

The School of Education is committed to creating a better tomorrow by preparing students and supporting professional educators today to be knowledgeable, reflective leaders, responsive to the needs of a diverse society.

The School of Education’s mission is supported by its conceptual frameworks:

Theory into Practice: The School of Education is committed to preparing students who turn theory into practice through application of learned strategies and innovative technologies. We recognize the complex dynamics of the human experience and will strive to be sensitive and responsive to the social, emotional, physical, and intellectual needs of those we serve.

Reflective Practitioners: The School of Education is committed to developing reflective practitioners who are self-aware, intellectually curious, and dedicated to the improvement of practice through continuous professional growth. We aspire to model respect for diversity, critical thinking, and service to community.

Leadership and Professionalism: The School of Education is committed to developing leadership and professionalism. We serve the community and promote innovative advocacy through collaboration and a shared vision of success.

School of Education graduates possess the breadth and depth of academic knowledge and the dedication to excellence necessary to meet the changing needs of children, families, community, students, schools, and educational policy. Our programs provide a foundation for a rewarding career and a lifelong commitment to learning.

Together, the school's students, faculty and staff share a passion for teaching and learning. In partnership with local schools and communities, and in collaboration with colleagues from across the university, we are committed to supporting children and their families. This emphasis on interdisciplinary collaboration and meaningful engagement with local schools and community partners provides rich opportunities for our students on their journey toward becoming professional educators.

Our education faculty believes that successful educators draw on strong values and principles in professional practice, change and growth. To help each student define a personal philosophy of education, our programs provide theoretical, practical, and research-based foundations along with the opportunity for personal reflection.

School of Education Graduate Programs

Graduate programs in the School of Education at Southern New Hampshire University have expanded to meet the diverse challenges of preparing educators for 21st century classrooms with a commitment to provide cradle to career educational opportunities.

The programs provide opportunities for professional growth necessary for teachers, future teachers and educational administrators in today's society. It is our aim to have graduates possess the habits of mind and character that will make them role models and mentors for their students and their profession. We expect our graduates to demonstrate a commitment to excellence by raising standards and by improving practices in educational institutions and environments.

Graduate Applicant Information

The following items are required for application to all School of Education programs:

- Completed application form, including \$40 fee
- Current resumé
- Official transcripts from all institutions attended, including current institution(s), in sealed envelopes
- Copy of current teacher certification, if applicable

College of Online and Continuing Education

Chief Executive Officer: Stephen Hodownes

VP of Academic Administration for COCE:

Dr. Gregory W. Fowler

33 South Commercial St., Suite 203

Manchester, NH 03101

866.860.0449

603.645.9766

Mission

The College of Online and Continuing Education exists to make high quality education accessible and affordable for all. Through our innovative culture and unwavering commitment to student success, we empower students to transform their lives and the lives of those around them.

Academic Programs

Accounting

Department Co-Chairs: Prof. David Doyon and Prof. Karin Caruso

Accounting Accelerated Track, B.S. to M.S.

Program Contact: Alexandru Manus

Only offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

The M.S. in Accounting curriculum offers concentrated studies in accounting as preparation for academic qualifications required for becoming a Certified Public Accountant and for a broader-based study of management related to the application of accounting theory. The M.S. in Accounting requires a minimum of 12 and a maximum of 17 graduate courses (3 credits each) as determined by a student's undergraduate background in business and undergraduate major. Students with 6 or more college-level credits in the disciplines of mathematics, economics, and accounting are exempt from "Level I Courses." Other courses are eligible for exemptions or waivers if a student has an undergraduate major or concentration in accounting or accounting/finance. A list of courses, including those eligible for exemption (followed by an asterisk) or waivers, is presented below.

**Accounting Accelerated B.S. Online Curriculum:
General Education Program: 45 credits****Business Core: 24 credits**

- ACC 201 - Financial Accounting Minimum Credits: 3
 - ACC 202 - Managerial Accounting Minimum Credits: 3
 - BUS 206 - Business Law I Minimum Credits: 3
 - FIN 320 - Principles of Finance Minimum Credits: 3
 - IT 210 - Business Systems Analysis and Design Minimum Credits: 3
 - MKT 113 - Introduction to Marketing Minimum Credits: 3
 - OL 125 - Human Relations in Administration Minimum Credits: 3
 - OL 421 - Strategic Management and Policy Minimum Credits: 3
- Note: The courses INT 113 and QSO 300 are not included in this program's business core.*

B.S. Accounting Major Courses: 18 credits

- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC 309 - Intermediate Accounting III Minimum Credits: 3
- ACC 345 - Financial Statement Analysis/ Business Valuation Minimum Credits: 3
- ACC 405 - Advanced Accounting Minimum Credits: 3

Allied Courses: 3 credits

- BUS 307 - Business Law II Minimum Credits: 3

Accounting 4+1 Accelerated Track: 18 credits

- ACC 312 - International Managerial Accounting Minimum Credits: 3
- ACC 315 - Accounting Systems Applications Minimum Credits: 3
- ACC 322 - Governmental and Non-Profit Accounting Minimum Credits: 3
- ACC 411 - Auditing Principles Minimum Credits: 3
- ACC 646 - Intro to Forensic Accounting/Fraud Exam Minimum Credits: 3 *
- INT 600 - Multinational Corporate Management Minimum Credits: 3 *

Free Electives: 12 credits**Total Undergraduate Credits: 120 credits****Accounting Accelerated M.S. Online Curriculum:**

- Students must complete SNHU's BS in Accounting - Accelerated Track with a 2.75 GPA for admission to this degree.
- ACC 646 - Intro to Forensic Accounting/Fraud Exam Minimum Credits: 3 *
- ACC 675 - Control/Audit of Accounting Info System Minimum Credits: 3
- ACC 680 - International Accounting Minimum Credits: 3
- ACC 696 - Situational Ethics in Accounting Minimum Credits: 3
- ACC 700 - Seminar in Accounting Topics Minimum Credits: 3
- FIN 500 - Financial Management Minimum Credits: 3
- INT 600 - Multinational Corporate Management Minimum Credits: 3 *

- TAX 650 - Federal Taxation of Individuals Minimum Credits: 3
- TAX 655 - Fed Income Tax of Corp & Partnerships Minimum Credits: 3
- QSO 510 - Quantitative Analysis for Decision Making Minimum Credits: 3

Select two (2) of the following:

- ACC 660 - Controllership Minimum Credits: 3
- ACC 691 - Detection/Prevention of Fraudulent Financial Statements Minimum Credits: 3
- ACC 692 - Interview Techniques/Legal Aspects of Fraud Minimum Credits: 3
- ACC 693 - Investigating with Computers Minimum Credits: 3

Total Graduate Credits: 36

Total BS+MS Accounting Accelerated Track Completed Credits: 150*

Accounting and Information Systems, B.S.

Program Coordinator: Dean William Gillett

The Accounting/Information Systems program is a blend of the accounting and information technology programs. The approach reflects the industry trend of hiring graduates with expertise in both areas. The rapid growth of management services in accounting firms, consulting companies and industries provides Southern New Hampshire University graduates with many opportunities for advancement.

Accounting/Information Systems students will obtain the skills required for the design and maintenance of financial accounting systems and will gain knowledge about general systems theory and management. Students will apply their classroom learning to real-world situations through a combination of exercises and actual work experiences. Internships are available.

Accounting/Information Systems Curriculum - Bachelor of Science

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

Business Core: 30 credits

Within the General Education Program:

Preparation for students majoring in an undergraduate business degree program will require taking the following specified courses.

- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

Within the Business Core Program:**The following course work is required of the Business Core:**

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- FIN 320 - Principles of Finance Minimum Credits: 3
- INT 113 - Introduction to International Business Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 421 - Strategic Management and Policy Minimum Credits: 3
- QSO 300 - Introduction to Operations Management Minimum Credits: 3

Major Courses: 33 credits

- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC 309 - Intermediate Accounting III Minimum Credits: 3
- ACC 405 - Advanced Accounting Minimum Credits: 3
- ACC 411 - Auditing Principles Minimum Credits: 3
- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 315 - Object Oriented Analysis and Design Minimum Credits: 3
- IT 415 - Advanced Information Systems Design Minimum Credits: 3
- IT 420 - Advanced Information Systems Implementation Minimum Credits: 3
- IT - One IT electives (as recommended by an advisor)

Free Electives Credits: 12**Total Credits: 120**

Accounting Certificate

Certificate Programs

Certificate programs are designed for those individuals who need basic skills for entry-level positions or for employees who want to be promoted or transferred within their organizations.

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Required Courses

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3

- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 330 - Federal Taxation I Minimum Credits: 3
- ACC - Two ACC electives

Guidelines for Certificate Programs

Prior credits: Students may transfer credits from other accredited institutions for courses in which a minimum grade of “C-” was earned. Official transcripts should be submitted for analysis immediately after entering the certificate program.

Students also may receive credit for equivalent prior learning by means of “CLEP,” Southern New Hampshire University institutional tests or portfolio assessments. Students should consult an academic advisor for more details.

Note: Certificate candidates may use transfer or prior learning credit courses, but they must take four courses in residence at Southern New Hampshire University.

Prerequisites: Various certificate courses require preparatory background. IT 210 requires IT 100 Introduction to Information Technology or appropriate work experience with computers. When waived for certificate candidates with appropriate work experience, prerequisite courses still remain as requirements for degree candidates (but may be satisfied by transfer- or prior-credit awards).

Time limits: Most certificate programs are scheduled so that concentration courses can be completed within one year, but students are free to set their own paces.

Satisfactory performance: A student must maintain a minimum cumulative grade-point average of “C” (2.0 on a 4-point scale) to receive a certificate.

Certificate conferral: The student must complete a petition for a certificate in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

Credit earned: All credits earned in the certificate programs are recorded on students’ transcripts and may be applied to degree programs.

Dual certificates: To receive another certificate, a student must take a minimum of four courses toward the second certificate.

Accounting with Forensic Accounting and Fraud Examination Concentration, B.S.

The B.S. Accounting program provides students with the educational prerequisites required for the certified public accountant examination, certified management accountant examination, certified internal auditor examination and a host of other professional titles related to accounting and taxation. Accounting students will receive general instruction in business and a thorough education in all areas of accounting, finance and taxation. Accounting students who complete this concentration will be able to further specialize their education in the area of forensic accounting and fraud examination. Forensic accounting is a U.S News and World Report “hot job tracks of the future”.

Accounting with Forensic Accounting and Fraud Examination Concentration Curriculum - Bachelor of Arts

Only offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

Business Core: 30 credits

Major Courses: 18 credits

- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC 309 - Intermediate Accounting III Minimum Credits: 3
- ACC 345 - Financial Statement Analysis/ Business Valuation Minimum Credits: 3
- ACC 405 - Advanced Accounting Minimum Credits: 3

Required Course: 3 credits

- BUS 307 - Business Law II Minimum Credits: 3

Forensic Accounting and Fraud Examination Concentration: 12 credits

- ACC 421 - Auditing and Forensic Accounting Minimum Credits: 3
- ACC 423 - Detection/Prevention Fraudulent Financial Statements Minimum Credits: 3
- ACC 425 - Interview Techniques/Legal Aspects Fraud Minimum Credits: 3
- ACC 427 - Investigating with Computers Minimum Credits: 3

Free Electives Credits: 12

Total Credits: 120

Accounting, A.S.

Department Chair: Prof. Karin Caruso

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Students pursuing Associate Degrees in Accounting will gain the fundamental skills needed for entry-level accounting positions in industry and government. Students acquire the basic knowledge needed to become professional accountants.

Major Courses: 48 credits

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC - One ACC elective
- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3
-

Choose one (1) of the following:

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
or
- MAT 140 - Precalculus Minimum Credits: 3
or
- MAT 210 - Calculus I Minimum Credits: 3

Free Elective Credits: 12

Fine Arts and Humanities Elective (any course from EFAH General Education Exploratory courses)
Three (3) Free Electives

Total Credits: 60

Note(s):

Students enrolled on campus will take an additional one-credit course: SNHU 101 - SNHU Experience: Transition to College .

Accounting, B.S.

The Accounting Program provides students with the educational prerequisites required for the certified public accountant examination, certified management accountant examination, certified internal auditor examination and a host of other professional titles related to accounting and taxation.

Accounting students will receive general instruction in business and a thorough education in all areas of accounting, finance and taxation. Students majoring in accounting will be able to specialize in either the financial or managerial fields of accounting. An internship also is available in this program. Students will be able to take additional electives to supplement their knowledge or to further specialize their educations.

Accounting Curriculum - Bachelor of Science

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

Business Core: 30 credits

Major Courses: 18 credits

- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC 309 - Intermediate Accounting III Minimum Credits: 3
- ACC 345 - Financial Statement Analysis/ Business Valuation Minimum Credits: 3
- ACC 405 - Advanced Accounting Minimum Credits: 3

Required Course: 3 credits

- BUS 307 - Business Law II Minimum Credits: 3

Concentrations (Choose one): 12 credits

Financial Accounting

- ACC 322 - Governmental and Non-Profit Accounting Minimum Credits: 3
- ACC 330 - Federal Taxation I Minimum Credits: 3 *
- ACC 331 - Federal Taxation II Minimum Credits: 3 *
- ACC 411 - Auditing Principles Minimum Credits: 3

Managerial Accounting

- ACC 312 - International Managerial Accounting Minimum Credits: 3
- ACC 335 - Tax Factors for Business Decisions Minimum Credits: 3
- ACC 340 - Controllership Minimum Credits: 3
- ACC 421 - Auditing and Forensic Accounting Minimum Credits: 3

Free Electives Credits: 12

Total Credits: 120

Note(s):

** Students completing ACC 330 and ACC 331 may not take ACC 335 to satisfy an Accounting elective or a free elective.*

Business

Department Chair: Dr. Burt Reynolds

Business Administration, A.S.

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

The Associate Degree Program in Business Administration introduces students to the field of business. Students in this program will begin to acquire the knowledge and skills they need to successfully lead and manage organizations in today's ever-changing and hectic business environment.

Major Courses: 48 credits

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 211 - Human Resource Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL - Two OL electives
- Select one course from General Education Exploratory area (EFAH)

Free Electives Credits: 12

Total Credits: 60

Note(s):

Students enrolled on-campus will take an additional 1 credit course: SNHU 101 - SNHU Experience: Transition to College .

Business Administration, B.S.

The past two decades have generated unparalleled change in business, industry and society. Emerging trends suggest that change is going to continue to be rapid, unpredictable at times and frequently disruptive.

As business and society have grown more complex, the demand for trained managers and leaders has increased. Managers no longer can make business decisions based on hunches or look to old solutions to solve new problems.

Students in the Business Administration Program will learn how to be leaders and managers in this ever-changing and hectic business environment.

Southern New Hampshire University's Business Administration Program emphasizes leadership, communication, accounting, behavioral dynamics and quantitative analysis. These business and management skills, when complemented with the solid foundation provided by the B.A./B.S. Core courses, enable students to become successful managers.

Business Administration Curriculum - Bachelor of Science

Also offered online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

Business Core: 30 credits

Major Courses: 27 credits

- OL 211 - Human Resource Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 326 - Social Environment of Business Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL - Four 300- or 400-level OL or BUS 307
- FIN/ECO - Choose one FIN/ECO elective course

Free Electives Credits: 18

Total Credits: 120

Note(s):

Students who select the business administration with internship must use free electives to satisfy internship requirements.

Business Administration with Concentrations, B.S.

The past two decades have generated unparalleled change in business, industry and society. Emerging trends suggest that change is going to continue to be rapid, unpredictable at times and frequently disruptive.

As business and society have grown more complex, the demand for trained managers and leaders has increased. Managers no longer can make business decisions based on hunches or look to old solutions to solve new problems.

Students in the Business Administration Program will learn how to be leaders and managers in this ever-changing and hectic business environment.

Southern New Hampshire University's Business Administration Program emphasizes leadership, communication, accounting, behavioral dynamics and quantitative analysis. These business and management skills, when complemented with the solid foundation provided by the B.A./B.S. Core courses, enable students to become successful managers.

Business Administration Curriculum - Bachelor of Science

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick,

Maine through a blend of online and classroom courses.

General Education Program: 45 credits

Business Core: 30 credits

Major Courses: 27 credits

- OL 211 - Human Resource Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 326 - Social Environment of Business Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL - Four 300- or 400-level OL or BUS electives
- FIN/ECO - One ECO/FIN Elective

Free Electives Credits: 18 (15 if completing a concentration)

Concentrations

Students in the Business Administration Program may elect to specialize their course of study by selecting from the following organizational leadership concentrations. Students use elective credits for concentration courses.

Human Resource Management Concentration

- OL 322 - Managing Organizational Change Minimum Credits: 3
- OL 318 - Employee and Labor Relations Minimum Credits: 3
- or
- OL 325 - Total Rewards Minimum Credits: 3
- OL 442 - Human Resource Strategy and Development Minimum Credits: 3
- OL - Two 300- or 400-level OL or BUS 307

Organizational Leadership Concentration

- OL 322 - Managing Organizational Change Minimum Credits: 3
- OL 324 - Managing Quality Minimum Credits: 3
- OL 328 - Leadership Minimum Credits: 3
- OL - Two 300- or 400-level OL or BUS 307

Small Business Management Concentration

- OL 317 - Small Business Management Minimum Credits: 3
- OL 320 - Entrepreneurship Minimum Credits: 3
- OL 321 - Business Plan Preparation Minimum Credits: 3
- OL - Two 300- or 400-level OL (except OL-490) or BUS 307

Total Credits: 120

Note(s):

Students who select the business administration with internship must use free electives to satisfy internship requirements.

Business Administration, B.B.A.

The International Bachelors of Business Administration is a focused business degree. This program is designed for certain international universities with which SNHU has signed articulation agreements. It is intended for international students who are on track to complete a graduate level business degree. They have completed three years of a four year degree in their home country or a three year diploma and require some General Education courses and additional business courses to fulfill our equivalent undergraduate Business Administration degree prior to starting their graduate studies.

The B.B.A. takes into consideration different educational systems around the world. It includes a balance of General Education and business electives in a broad variety of disciplines. In most foreign educational systems students take more credits in their major, so they are typically much more prepared in their subject than their US counterparts. Thus, having more free electives in business allows more flexibility for cooperating schools to direct students to take more specific course that will better fulfill their own final year requirements. A General Education capstone course assesses student understanding of core competencies.

Many countries are actively encouraging their universities to promote and support students to have a study abroad experience. Students in this program may travel to the US to complete their final courses in a classroom setting or they may study online as a more affordable option. This program is intended to be transfer friendly by accepting 90 transfer credits as a block from approved universities.

Requirements for Campus Program:

90 credits transferred from an approved university

Equivalent GPA of 3.0

TOEFL score of 530/71

TOEFL score between 500/61 and 530/71, or 6.0 IELTS will be required to take a bridge program with ENG 070 and two academic courses.

Requirements for COCE Program:

90 credits transferred from an approved university which SNHU has a signed agreement.

Equivalent GPA of 3.0

TOEFL score of 81 or higher

IELTS score of 6.5

International Bachelors of Business Administration Curriculum

Foundational Requirement (as needed):

- ENG 070 - Research and Academic Skills Minimum Credits: 3
- ENG 101I - Fundamentals of Writing for International Students Minimum Credits: 3

General Education Program: 16 or 18 credits

- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- SCI ELE
- SCS ELE (excluding ECO)
- FAS ELE
- SNHU 404 - SNHU Exp: Gen Ed Capstone Minimum Credits: 1
- **COCE students take one Free Elective in place of SNHU 404 **

Major Business Courses: 15 credits

Business courses include: ACC, FIN, OL, IT, INT, MKT, or SPT. All prerequisites must be met prior to taking any business course
BUS ELE - Choose four (4) 300/400 Business Elective Courses
OL 421 - Strategic Management and Policy Minimum Credits: 3

Total Credits: 121 or 123

Business Studies with Concentrations, B.S.

The Business Studies curriculum provides students with the opportunity to concentrate on a specific area of business and the flexibility to tailor their degrees to meet their specific needs. Concentrations are available in accounting, business administration, business finance, information technology, human resource management, international management, marketing, organizational leadership, small business management, sport management, and web development. In addition to the major required courses, students are able to tailor the degree program depending upon their selection of free electives.

The Business Studies degree also provides an option for transfer students (particularly liberal arts or science majors) who have completed two or more years at other colleges and now desire a business degree. The free elective credits enable transfer students to receive credit for a wide variety of previous courses.

Business Studies Curriculum - Bachelor of Science

Also offered online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

Business Core: 30 credits

Concentrations

- Accounting Concentration
- Business Administration Concentration
- Business Finance Concentration
- Computer Information Technology Concentration
- Game Design And Development Concentration
- Human Resource Management Concentration
- Industrial Organizational Psychology
- International Management Concentration
- Marketing Concentration
- Operations and Project Management Concentration
- Organizational Leadership Concentration
- Small Business Management Concentration
- Sport Management Concentration

Accounting Concentration

Contact: Dr. Laurence Pelletier

Major Courses: 15 credits

- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ACC 330 - Federal Taxation I Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3

Free Electives Credits: 30

Business Administration Concentration

Contact: Dr. Burt Reynolds

Major Courses: 15 credits

- OL 211 - Human Resource Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL - Two 300- or 400-level OL or BUS 307 (except OL 490)

Free Electives Credits: 30

Business Finance Concentration

Contact: Dr. Michael Tasto

Major Courses: 18 credits

- ECO 301 - Managerial Economics Minimum Credits: 3
- ECO 402 - Intermediate Macroeconometrics Minimum Credits: 3

- FIN 330 - Corporate Finance Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3
- FIN - One FIN/ECO elective

Choose one:

- MAT 140 - Precalculus Minimum Credits: 3
or
- MAT 210 - Calculus I Minimum Credits: 3
or
- MAT 300 - Regression Analysis Minimum Credits: 3

Free Electives Credits: 27

Computer Information Technology Concentration

Contact: Dean William Gillett

Major Courses: 21 credits

- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3
- Four IT Electives (as recommended by an advisor)

Free Electives Credits: 24

Game Design and Development Concentration

Contact: Dean William Gillett

Major Courses: 21 credits

- IT 135 - Interactive 3-D Virtual Environments Minimum Credits: 3
or
- GAM 135 - Interactive 3-D Virtual Environments Minimum Credits: 3
- IT 207 - Information Technology and Digital Games Minimum Credits: 3
or
- GAM 207 - Information Technology and Digital Games Minimum Credits: 3
- IT 303 - Design of Virtual Game Environments Minimum Credits: 3
or
- GAM 303 - Design of Virtual Game Environments Minimum Credits: 3
- IT 305 - Digital Game Development Minimum Credits: 3
or
- GAM 305 - Digital Game Development Minimum Credits: 3

Select three of the following:

- OL 320 - Entrepreneurship Minimum Credits: 3

- OL 342 - Organizational Behavior Minimum Credits: 3
- QSO 340 - Introduction to Project Management Minimum Credits: 3
- ECO 402 - Intermediate Macroeconometrics Minimum Credits: 3
- IT 467 - Digital Commerce and eBusiness Minimum Credits: 3
- ADV 428 - Promotional Research & Media Management Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3

Free Electives Credits: 24

Human Resource Management Concentration

Contact: Dr. Burt Reynolds

Major Courses: 21 credits

- OL 211 - Human Resource Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 325 - Total Rewards Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL 442 - Human Resource Strategy and Development Minimum Credits: 3
- OL - Two 300- or 400-level OL or BUS 307

Free Electives Credits: 24

Industrial Organizational Psychology

Contact: Anthony Siciliano

ONLY offered online and at the following Continuing Education Centers: Nashua, Salem, Portsmouth, and Brunswick, Maine.

Major Courses: 18 credits

- PSY 108 - Introduction to Psychology Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- PSY 258 - Industrial Organizational Psychology Minimum Credits: 3
- PSY 224 - Research II: Scientific Investigations Minimum Credits: 3
- PSY 305 - Cognitive Psychology Minimum Credits: 3
- PSY 335 - Assessment and Testing Minimum Credits: 3

Free Electives Credits: 27

International Management Concentration

Contact: Dr. Massood Samii

Major Courses: 15 credits

- OL 215 - Principles of Management Minimum Credits: 3
- INT - Four 300- or 400-level INT electives

Free Electives Credits: 30

Marketing Concentration

Contact: Dr. Andy Lynch

Major Courses: 18 credits

- MKT 337 - Marketing Research Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- MKT 433 - Multinational Marketing Minimum Credits: 3
- or
- INT 433 - Multinational Marketing Minimum Credits: 3

Choose three:

- Any course with ADV or MKT prefix
- or
- QSO 330 - Introduction to Supply Chain Management Minimum Credits: 3

Free Electives Credits: 27

Operations and Project Management Concentration

Contact: Dr. Kishore Pochampally

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Major Courses: 21 credits

- QSO 320 - Introduction to Management Science Minimum Credits: 3
- QSO 330 - Introduction to Supply Chain Management Minimum Credits: 3
- QSO 340 - Introduction to Project Management Minimum Credits: 3
- QSO 360 - Introduction to Six Sigma Quality Minimum Credits: 3
- QSO 440 - Topics in Project Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3

Choose one of the following:

- QSO 310 - Intro to Management of Service Operations Minimum Credits: 3
- QSO 345 - Project Management for CAPM® Certification Minimum Credits: 3

- QSO 490 - Quantitative Studies Internship Minimum Credits: 3

Note: Students may use only 3 credits of QSO-490 towards the program

Free Electives Credits: 24

Organizational Leadership Concentration

Contact: Dr. Burt Reynolds

Major Courses: 18 credits

- OL 215 - Principles of Management Minimum Credits: 3
- OL 322 - Managing Organizational Change Minimum Credits: 3
- OL 324 - Managing Quality Minimum Credits: 3
- OL 328 - Leadership Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL - One 300- or 400-level OL or BUS electives

Free Electives Credits: 27

Small Business Management Concentration

Contact: Dr. Burt Reynolds

Major Courses: 21 credits

- BUS 307 - Business Law II Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3
- OL 317 - Small Business Management Minimum Credits: 3
- OL 320 - Entrepreneurship Minimum Credits: 3
- OL 321 - Business Plan Preparation Minimum Credits: 3
- OL - Two 300- or 400-level OL electives (except OL 490)

Free Electives Credits: 24

Sport Management Concentration

Contact: Dr. Mark Hecox

Sport Management Core Requirement: 18 credits

Students completing a Sport Management concentration must earn a minimum of a "C" grade in all concentration courses.

SPT 465 Replaces INT 113 in the School of Business Core for all BS Sport Management students.

- SPT 111 - Introduction to Sport Management Minimum Credits: 3
- SPT 201 - Governance/Management of Sport Organizations Minimum Credits: 3
- SPT 208 - Sport Marketing Minimum Credits: 3
- SPT 333 - Sport, Society, and Ethics Minimum Credits: 3

Select two of the following:

- SPT 307 - Sport Law Minimum Credits: 3
- SPT 310 - Sport Sponsorship Minimum Credits: 3
- SPT 319 - Sport Sales and Promotions Minimum Credits: 3
- SPT 320 - Media/Public Relations in Sport Minimum Credits: 3
- SPT 321 - Fitness Management Minimum Credits: 3
- SPT 323 - Golf Club Management Minimum Credits: 3
- SPT 340 - Practicum in Sport Management Minimum Credits: 3
- SPT 375 - Economics of Professional Sports in the U.S. Minimum Credits: 3
- SPT 401 - Sport Facilities Management Minimum Credits: 3
- SPT 402 - Sport Revenue Minimum Credits: 3
- SPT 415 - Event Management and Marketing Minimum Credits: 6
- SPT 425 - Sport Licensing/Strategic Alliances Minimum Credits: 3
- SPT 430 - Front Office Management Minimum Credits: 3

Free Electives Credits: 27

Total Credits: 120

Human Resource Management Certificate

Certificate Programs

Certificate programs are designed for those individuals who need basic skills for entry-level positions or for employees who want to be promoted or transferred within their organizations.

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Required Courses

- OL 125 - Human Relations in Administration Minimum Credits: 3
- OL 211 - Human Resource Management Minimum Credits: 3

- OL 318 - Employee and Labor Relations Minimum Credits: 3
- OL 325 - Total Rewards Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- OL 442 - Human Resource Strategy and Development Minimum Credits: 3

Guidelines for Certificate Programs

Prior credits: Students may transfer credits from other accredited institutions for courses in which a minimum grade of “C-” was earned. Official transcripts should be submitted for analysis immediately after entering the certificate program.

Students also may receive credit for equivalent prior learning by means of “CLEP,” Southern New Hampshire University institutional tests or portfolio assessments. Students should consult an academic advisor for more details.

Note: Certificate candidates may use transfer or prior learning credit courses, but they must take four courses in residence at Southern New Hampshire University.

Prerequisites: Various certificate courses require preparatory background. IT 210 requires IT 100 Introduction to Information Technology or appropriate work experience with computers. When waived for certificate candidates with appropriate work experience, prerequisite courses still remain as requirements for degree candidates (but may be satisfied by transfer- or prior-credit awards).

Time limits: Most certificate programs are scheduled so that concentration courses can be completed within one year, but students are free to set their own paces.

Satisfactory performance: A student must maintain a minimum cumulative grade-point average of “C” (2.0 on a 4-point scale) to receive a certificate.

Certificate conferral: The student must complete a petition for a certificate in accordance with the following deadlines: by January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

Credit earned: All credits earned in the certificate programs are recorded on students’ transcripts and may be applied to degree programs.

Dual certificates: To receive another certificate, a student must take a minimum of four courses toward the second certificate.

Social Entrepreneurship, B.S.

The B.S. in Social Entrepreneurship degree incorporates an understanding of business leadership and management with the power of civic engagement and social change. Social Entrepreneurship takes the basic core concepts of business and applies them to creating and developing industries and ventures that focus on social justice, social problem solving, and social capital. In this degree, students learn how to manage a nonprofit/NGO, navigate the world of social issues, operate with various levels of community partnerships, and address challenges facing the business of working for the common good. This program is intended for students who are interested in doing business for the common good, value service and altruism as a core business ideal, and essentially are entrepreneurs with a social mission.

Social Entrepreneurship Curriculum - Bachelor of Science General Education Program: 45 credits

Business Core: 24 credits

Note: The courses INT 113 and QSO 300 are not included in this program's business core.

Major Courses: 30 credits

- OL 215 - Principles of Management Minimum Credits: 3
- OL 322 - Managing Organizational Change Minimum Credits: 3
- OL 326 - Social Environment of Business Minimum Credits: 3
- OL 320 - Entrepreneurship Minimum Credits: 3
- PHL 316 - Business Ethics Minimum Credits: 3
- OL 265 - Intro to Managing Not-for-Profit Orgs Minimum Credits: 3
- CED 301 - Intro Community Economic Development Minimum Credits: 3
- CED 335 - Social Issues and Economic Policies CED Minimum Credits: 3
- PAD 330 - Public Administration Minimum Credits: 3
- CED 405 - Financial Literacy for Social Services Minimum Credits: 3

Free Elective Credits: 21

Total Credits: 120

Technical Management, B.S.

Program Coordinator: Dr. Burt Reynolds

The Technical Management curriculum was established to provide junior college or vocational-technical institute graduates who have earned degrees in specialized areas other than business (e.g., small engine repair, automotive technology, electronics technology, graphic arts, culinary arts, etc.) the opportunity to earn a bachelor's degree in business. Students augment their technical skills with liberal arts and business courses to prepare for a career in business.

Technical Management Curriculum - Bachelor of Science

Also offered online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

Business Core: 24 credits

Note: The courses INT 113 and QSO 300 are not included in this program's business core.

Major Courses: 15 credits

- OL 215 - Principles of Management Minimum Credits: 3
- OL - Four 300- or 400-level Business electives

Free Electives Credits: 36

Total Credits: 120

Communication, Media Arts and Technology

Communication with Concentrations in Public Relations and Professional Writing, B.A.

Coordinator: Prof. Andrea Bard

The Communication major prepares students for a wide variety of fields including public relations, corporate communications and training, government relations, professional writing, journalism, advertising, and other mass media professions. Students also have the opportunity to focus their studies through a variety of minors and internship experiences. At the same time, students are able to develop competencies in particular areas that may be highlighted by capstone projects or portfolio work for future employment.

The Communication major prepares students for a wide variety of fields in public relations, journalism, advertising, employee communications and training, government relations, leadership tasks, professional writing, and public speaking. At the same time students are able to develop competencies in particular areas. The concentrations in this program offer students the ability to further their skills in public relations and professional writing.

Communication with Concentrations Curriculum - Bachelor of Arts

Only offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

SAS required courses: 9 credits

- ENG 220 - Business Communication Minimum Credits: 3

Choose two of the following:

- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3
- SOC 328 - Sociology of Aging Minimum Credits: 3
- GRA 310 - Digital Graphic Design for the Web Minimum Credits: 3

Major Courses: 33 credits

- COM 126 - Introduction to Mass Communication Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3
- COM 227 - Public Relations Minimum Credits: 3
- COM 230 - Graphics and Layout in Print Media Minimum Credits: 3
- COM 232 - Desktop Publishing Minimum Credits: 3
- COM 235 - Introduction to Journalism Minimum Credits: 3
- COM 310 - Social Media Minimum Credits: 3
- COM 320 - Exploring World Cultures/Mass Media Minimum Credits: 3

- COM 322 - Advanced Public Speaking Minimum Credits: 3
- COM 332 - Organizational Communications Minimum Credits: 3
- COM 476 - Corporate Communications Seminar Minimum Credits: 3

Students select one of the two concentrations: 12 credits

Public Relations Concentration

- COM 332 - Organizational Communications Minimum Credits: 3
COM-332 is taken as part of the major
- COM 336 - Electronic Public Relations Minimum Credits: 3
- COM 340 - Writing for Public Relations Minimum Credits: 3
- COM 452 - Public Relations Campaign Planning Seminar Minimum Credits: 3

Professional Writing Concentration

- COM 340 - Writing for Public Relations Minimum Credits: 3
- COM 341 - Technical Writing Minimum Credits: 3
- COM 342 - Writing for the Computer Industry Minimum Credits: 3
- COM 435 - Feature Writing Minimum Credits: 3

Free Electives Credits: 21 -24

- Public Relations concentration 9 credits (3 in major) with 24 credits of free electives
- Professional Writing concentration 12 credits with 21 credits of free electives

Total Credits: 120

Communication, B.A.

Communication Curriculum - Bachelor of Arts

Coordinator: Prof. Andrea Bard

The Communication major prepares students for a wide variety of fields including public relations, corporate communications and training, government relations, professional writing, journalism, advertising, and other mass media professions. Students also have the opportunity to focus their studies through a variety of minors and internship experiences. At the same time, students are able to develop competencies in particular areas that may be highlighted by capstone projects or portfolio work for future employment.

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

SAS required courses: 9 credits

- ENG 220 - Business Communication Minimum Credits: 3

Choose two of the following:

- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3
- SOC 328 - Sociology of Aging Minimum Credits: 3
- GRA 310 - Digital Graphic Design for the Web Minimum Credits: 3

Major Courses: 33 credits

- COM 126 - Introduction to Mass Communication Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3
- COM 227 - Public Relations Minimum Credits: 3
- COM 230 - Graphics and Layout in Print Media Minimum Credits: 3
- COM 232 - Desktop Publishing Minimum Credits: 3
- COM 235 - Introduction to Journalism Minimum Credits: 3
- COM 310 - Social Media Minimum Credits: 3
- COM 320 - Exploring World Cultures/Mass Media Minimum Credits: 3
- COM 322 - Advanced Public Speaking Minimum Credits: 3
- COM 332 - Organizational Communications Minimum Credits: 3
- COM 476 - Corporate Communications Seminar Minimum Credits: 3

Free Electives Credits: 33**Total Credits: 120****Graphic Design and Media Arts, B.A.**

Coordinator: Prof. Harry Umen

The mission of the SNHU Graphic Design major is to equip students to be professional graphic designers competent in the latest design technologies and educated in the cultural contexts of the liberal arts. The SNHU Graphic Design major is the most technologically oriented B.A. graphics program in the region. Its graduates are equipped with high level skills using professional equipment that makes them competitive in the marketplace. At the same time, its grounding in liberal education and the humanities gives students a cultural frame of reference that enriches them both professionally and personally. Their liberal arts background prepares them for undertaking “real-world” visual communication projects that demand an understanding of a broad range of content. Professional graphic designers turn ideas into visual statements. The Graphic Design major is the program of choice for students who have artistic talent or interests and also seek meaningful creative employment upon graduation.

Graphic Design and Media Arts Curriculum - Bachelor of Arts

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

SAS required courses: 9 credits

- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3
- HIS - Any 200+ level Elective

Major Courses: 33 credits

- GRA 101 - Basic Design and Color Theory Minimum Credits: 3
or
- FMM 101 - Basic Design and Color Theory Minimum Credits: 3
- COM 128 - Language and Practice of Media Arts Minimum Credits: 3
- COM 230 - Graphics and Layout in Print Media Minimum Credits: 3
- COM 232 - Desktop Publishing Minimum Credits: 3
- FAS 226 - Digital Photography Minimum Credits: 3
- GRA 310 - Digital Graphic Design for the Web Minimum Credits: 3
- GRA 220 - Introduction to Digital Imaging Minimum Credits: 3
- GRA 340 - Typography Minimum Credits: 3
- GRA 410 - Advanced Digital Graphic Design for Web Minimum Credits: 3
- GRA 420 - Advanced Digital Imaging Minimum Credits: 3

Choose one of the following:

- FAS 320 - History of Design Minimum Credits: 3
- FAS 326 - History of Photography Minimum Credits: 3

Free Electives Credits: 33

Total Credits: 120

Computer Information Technology

Computer Information Technology, B.S. (with optional Concentrations)

Southern New Hampshire University's CIT major is reaching a new generation of students with innovative programs that integrate IT with other disciplines including business, entertainment, information security, and management. The next generation of IT professionals will be better prepared than any preceding one to balance the demands of being both a business person and a technologist thanks to the integration of IT studies with business courses and skills such as game design, information security, and global IT management.

IT is projected as the second largest area of occupational growth in the United States, and the message from industry is that there is a need for a combined capability of IT and general business skills. SNHU is well positioned to respond to this need. We

provide a depth of both core and elective IT classes that provide graduates with a solid foundation for entering the new business landscape. Students can focus their elective courses to concentrate on areas such as digital graphics, IT security, and other high-demand areas.

Businesses today are looking for employees with capabilities beyond traditional programming and IT expertise. People who can bridge the communication gap between IT and business are valuable and hard to find, and the US demand for this new breed of IT professional is growing. The SNHU IT major prepares students for just these kinds of positions.

The IT faculty at SNHU have extensive business experience and connections, published fourteen books in the area, hold twenty-eight patents, and publish in the professional literature. Students benefit by exposure to leading edge knowledge and skills in both the classroom and through internship placements.

Business will continue to expand the use of information technology and will continue to require IT-savvy people. The demand for IT capable individuals is projected to grow, according to the Bureau of Labor Statistics.

Laptop or notebook computers are required by all undergraduate day school IT majors for use in undergraduate IT courses.

FlexTech IT degree program: Individualized and Flexible

In addition to the core requirements for the undergraduate program, the department encourages students to participate in shaping their course of study to fit their individual academic and professional interests in this constantly evolving field.

A diverse set of classes has been developed, ranging from traditional programming to the newest techniques and tools for E-commerce.

We provide a pool of electives and course arrangements for the greatest flexibility in customizing each student's curriculum for his/her particular needs. We encourage interdisciplinary studies. Faculty advisors are available to guide and encourage students to actively participate in designing and customizing the program of study to meet their specialized individual needs by selecting a suite of classes to match their interests, and developing an individualized academic study plan.

Additionally, beyond the "defined" programs, topical seminars are offered within the context of scheduled courses, and through ongoing seminar programs on campus that allow the introduction of emerging technology and other "new" topics.

Computer Information Technology Curriculum - Bachelor of Science

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

Business Core: 30 credits

Major Courses: 30 credits

- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 315 - Object Oriented Analysis and Design Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3
- IT 415 - Advanced Information Systems Design Minimum Credits: 3
- IT 420 - Advanced Information Systems Implementation Minimum Credits: 3
- IT 485 - Information Technology Strategy and Management Minimum Credits: 3

- IT - Three IT electives (as recommended by advisor)

Free Electives Credits: 15

In place of 3 IT electives, a concentration may be chosen

Concentrations also offered Online and at the following Continuing Education Centers: Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Concentrations (Choose one):

Cyber-Security

- IT 251 - Intro to UNIX/LINUX Operating System Minimum Credits: 3
- IT 370 - Web Server Design Minimum Credits: 3
- IT 380 - Cybersecurity and Information Assurance Minimum Credits: 3

Database Management

- IT 242 - Intro to Geographic Information Systems Minimum Credits: 3
- IT 370 - Web Server Design Minimum Credits: 3
- IT 431 - Software Development in Distributed Systems Minimum Credits: 3

Game Design and Development

- IT 207 - Information Technology and Digital Games Minimum Credits: 3
- IT 303 - Design of Virtual Game Environments Minimum Credits: 3
- IT 305 - Digital Game Development Minimum Credits: 3

Network and Telecommunication Management

- IT 251 - Intro to UNIX/LINUX Operating System Minimum Credits: 3
- IT 380 - Cybersecurity and Information Assurance Minimum Credits: 3
- IT 467 - Digital Commerce and eBusiness Minimum Credits: 3

Robotics and Artificial Intelligence

- IT 209 - Introduction to Robotics Minimum Credits: 3
- IT 450 - Artificial Intelligence Minimum Credits: 3

Choose one of the following:

- IT 135 - Interactive 3-D Virtual Environments Minimum Credits: 3
- IT 145 - Introduction to Software Development Minimum Credits: 3

Software Development

- IT 431 - Software Development in Distributed Systems Minimum Credits: 3

Choose one of the following:

- IT 135 - Interactive 3-D Virtual Environments Minimum Credits: 3
- IT 145 - Introduction to Software Development Minimum Credits: 3

Choose one of the following:

- IT 230 - Software Development with C#.NET Minimum Credits: 3

- IT 232 - Software Development w/C++.NET Minimum Credits: 3

Web Design and Development

Choose three of the following:

- IT 270 - Web Site Design Minimum Credits: 3
- IT 370 - Web Server Design Minimum Credits: 3
- IT 431 - Software Development in Distributed Systems Minimum Credits: 3
- IT 467 - Digital Commerce and eBusiness Minimum Credits: 3

Total Credits: 120

Computer Information Technology, A.S.

Contact: Dean William Gillett

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Students in this two-year Associate Degree program will learn the fundamentals of business information systems. Courses required in the associate program also meet the requirements of the bachelor's degree program in IT, should students wish to pursue a Bachelor of Science degree later.

Major Courses: 48 credits

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3
- IT 145 - Introduction to Software Development Minimum Credits: 3
- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- IT - Four IT electives (as recommended by an advisor)
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3

Select one course from General Education (EFAH)

Select one of the following:

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Calculus I Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

Free Electives Credits: 12

Total Credits: 60

Note(s):

Students enrolled on-campus will take an additional 1 credit course: SNHU 101 - SNHU Experience: Transition to College .

Computer Information Technology, B.A.

Coordinator: Dr. Robert Seidman

The B.A. in Computer Information Technology is directed toward a new generation of students who wish to integrate technology with the liberal arts. The program provides a foundation for creative and applied fields, including digital games, digital music, geographical information systems, cognitive science/artificial intelligence, and human/robotic interactions. The next generation of IT professionals will be better prepared than any preceding one to meet the demand for creative individuals who are also technologists. IT is projected as one of the largest growth areas among all occupations today. Employers look for students with capabilities beyond traditional programming who are able to integrate the liberal arts with expert skill sets. This major prepares students for positions in management, communication, Web design and, generally, in design/development through the use of technology.

Computer Information Technology Curriculum - Bachelor of Arts

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

SAS required courses: 9 credits

- COM 212 - Public Speaking Minimum Credits: 3

Choose one of the following:

- PHL 214 - Formal Logic Minimum Credits: 3
- PSY 108 - Introduction to Psychology Minimum Credits: 3

Choose one of the following:

- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3
- MAT 350 - Applied Linear Algebra Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3

Major Courses: 33 credits

- MAT 230 - Discrete Mathematics Minimum Credits: 3
- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- IT 315 - Object Oriented Analysis and Design Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3

- IT 415 - Advanced Information Systems Design Minimum Credits: 3
- IT 420 - Advanced Information Systems Implementation Minimum Credits: 3
- IT 485 - Information Technology Strategy and Management Minimum Credits: 3
- IT - Two IT electives (recommended by advisor)

Free Electives Credits: 33

Total Credits: 120

English/Creative Writing

Creative Writing and English, B.A.

Coordinator: Prof. Benjamin Nugent

Novelists, memoirists, poets, playwrights and screenwriters articulate the questions of our time. They help us to free ourselves from our easy assumptions and to empathize with people whose circumstances differ from our own. Literature gives our culture a way to talk to itself.

SNHU's major in creative writing is for students interested in careers in writing and book publishing, and for students who simply wish to explore a passion for writing. It teaches skills useful for journalism, law, communications, and many other professions. It prepares students for graduate programs, like the university's low-residency Master of Fine Arts in fiction and nonfiction writing. Creative writing courses begin during freshman year.

Publishing opportunities at SNHU include the student literary journal, *The Manatee*, and contests in the university's nationally-distributed journal, *Amoskeag*. Faculty help students prepare work for submission to graduate programs, agents, and editors. Students on the main campus in Manchester spend classroom time with agents, editors, publicists, and visiting writers. Students attend workshops, readings, and networking events.

Our faculty includes nationally acclaimed writers. They host renowned visiting writers. Students can join the creative writing club and the New Hampshire Writers' Project, the only statewide literary organization for writers of all levels and genres, which is housed on the university's main campus in Manchester.

Students who wish to major in creative writing on the main campus in Manchester must submit a writing sample to the program coordinator. Students applying to the online program in creative writing must submit a sample to the online program.

Creative writing majors on the main campus in Manchester choose a concentration in fiction, a concentration in nonfiction, or no concentration. Online majors choose a concentration in fiction, nonfiction, poetry or screenwriting. Majors on the main campus who choose no concentration take workshops in three out of four genres. Majors on the main campus who choose a concentration in fiction or nonfiction focus on a long work in the chosen genre. Online majors focus on the chosen genre and take a course in writing for new media.

For majors on the main campus, the concentrations in fiction and nonfiction make it easier to complete a B.A. in Creative Writing and English in three years with coursework during summers. The concentrations can also help students write work samples strong enough to earn admission to the low-residency M.F.A. program. Students who finish a B.A. with a concentration in fiction or nonfiction in three years can earn both a B.A. and an M.F.A. over the course of five years, if they are accepted to

the M.F.A. program in the third year of the B.A.

Creative Writing and English Curriculum (No Concentration) - Bachelor of Arts

General Education Program: 45 credits

SAS required courses: 9 credits

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3

Choose one of the following:

- COM 212 - Public Speaking Minimum Credits: 3
- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- PHL 210 - Introduction to Philosophy Minimum Credits: 3

Major Courses: 33 credits

- ENG 226 - Introduction to Creative Writing Minimum Credits: 3
- ENG 340 - Context of Writing: Writers/Publishing Minimum Credits: 3
- ENG 350 - The English Language Minimum Credits: 3
- ENG 431 - Advanced Creative Writing Minimum Credits: 3
- LIT 300 - Literary Theory Minimum Credits: 3
- LIT 319 - Shakespeare Minimum Credits: 3
- LIT - One 200 level literature elective
- LIT - One 400 level literature elective

Choose three of the following:

- ENG 327 - Play Writing Workshop Minimum Credits: 3
- ENG 328 - Poetry Writing Workshop Minimum Credits: 3
- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3

Free Electives Credits: 33

Total Credits: 120

Creative Writing and English with Concentrations in Fiction, Nonfiction, Poetry, and Screenwriting, B.A.

Coordinator: Prof. Benjamin Nugent

Novelists, memoirists, poets, playwrights and screenwriters articulate the questions of our time. They help us to free ourselves from our easy assumptions and to empathize with people whose circumstances differ from our own. Literature gives our

culture a way to talk to itself.

SNHU's major in creative writing is for students interested in careers in writing and book publishing, and for students who simply wish to explore a passion for writing. It teaches skills useful for journalism, law, communications, and many other professions. It prepares students for graduate programs, like the university's low-residency Master of Fine Arts in fiction and nonfiction writing. Creative writing courses begin during freshman year.

Publishing opportunities at SNHU include the student literary journal, *The Manatee*, and contests in the university's nationally-distributed journal, *Amoskeag*. Faculty help students prepare work for submission to graduate programs, agents, and editors. Students on the main campus in Manchester spend classroom time with agents, editors, publicists, and visiting writers. Students attend workshops, readings, and networking events.

Our faculty includes nationally acclaimed writers. They host renowned visiting writers. Students can join the creative writing club and the New Hampshire Writers' Project, the only statewide literary organization for writers of all levels and genres, which is housed on the university's main campus in Manchester.

Students who wish to major in creative writing on the main campus in Manchester must submit a writing sample to the program coordinator. Students applying to the online program in creative writing must submit a sample to the online program.

Creative writing majors on the main campus in Manchester choose a concentration in fiction, a concentration in nonfiction, or no concentration. Online majors choose a concentration in fiction, nonfiction, poetry or screenwriting. Majors on the main campus who choose no concentration take workshops in three out of four genres. Majors on the main campus who choose a concentration in fiction or nonfiction focus on a long work in the chosen genre. Online majors focus on the chosen genre and take a course in writing for new media.

For majors on the main campus, the concentrations in fiction and nonfiction make it easier to complete a B.A. in Creative Writing and English in three years with coursework during summers. The concentrations can also help students write work samples strong enough to earn admission to the low-residency M.F.A. program. Students who finish a B.A. with a concentration in fiction or nonfiction in three years can earn both a B.A. and an M.F.A. over the course of five years, if they are accepted to the M.F.A. program in the third year of the B.A.

Creative Writing and English Curriculum with Concentrations in Fiction, Nonfiction, Poetry, and Screenwriting - Bachelor of Arts

General Education Program: 45 credits

SAS required courses: 9 credits

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3

Choose one of the following:

- COM 212 - Public Speaking Minimum Credits: 3
- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- PHL 210 - Introduction to Philosophy Minimum Credits: 3

Major Courses: 33 credits

- ENG 226 - Introduction to Creative Writing Minimum Credits: 3
- ENG 340 - Context of Writing: Writers/Publishing Minimum Credits: 3
- ENG 350 - The English Language Minimum Credits: 3
- LIT 300 - Literary Theory Minimum Credits: 3
- LIT 319 - Shakespeare Minimum Credits: 3
- LIT - One 200 level literature elective
- LIT - One 400 level literature elective

Fiction Writing Concentration

For students completing the concentration on the main campus in Manchester:

- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- ENG 431 - Advanced Creative Writing Minimum Credits: 3
- Students will take 9 credits of ENG 431

For students completing the concentration online, and at the following continuing education centers:

Manchester, Nashua, Salem, Portsmouth and Brunswick, Maine:

- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- ENG 349 - Intermediate Fiction Writing Workshop Minimum Credits: 3
- ENG 359 - Advanced Fiction Writing Workshop Minimum Credits: 3
- ENG 421 - New Media: Writing and Publishing Minimum Credits: 3

Nonfiction Writing Concentration

For students completing the concentration on the main campus in Manchester:

- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3
- ENG 431 - Advanced Creative Writing Minimum Credits: 3
- Students will take 9 credits of ENG 431

For students completing the concentration online, and at the following continuing education centers:

Manchester, Nashua, Salem, Portsmouth and Brunswick, Maine:

- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3
- ENG 341 - Intermediate Nonfiction Writing Workshop Minimum Credits: 3
- ENG 351 - Advanced Nonfiction Writing Workshop Minimum Credits: 3
- ENG 421 - New Media: Writing and Publishing Minimum Credits: 3

Screenwriting Concentration

Only offered online, and at the following continuing education centers:

Manchester, Nashua, Salem, Portsmouth and Brunswick, Maine:

- ENG 323 - Intro to Screenwriting Workshop Minimum Credits: 3
- ENG 347 - Intermediate Screenwriting Workshop Minimum Credits: 3
- ENG 357 - Advanced Screenwriting Workshop Minimum Credits: 3
- ENG 421 - New Media: Writing and Publishing Minimum Credits: 3

Poetry Concentration

Only offered online, and at the following continuing education centers:

Manchester, Nashua, Salem, Portsmouth and Brunswick, Maine:

- ENG 328 - Poetry Writing Workshop Minimum Credits: 3
- ENG 348 - Intermediate Poetry Writing Workshop Minimum Credits: 3
- ENG 358 - Advanced Poetry Writing Workshop Minimum Credits: 3
- ENG 421 - New Media: Writing and Publishing Minimum Credits: 3

Free Electives Credits: 33

Total Credits: 120

English Language and Literature, B.A.

Coordinator: Dr. Diana Polley

English Language and Literature Curriculum - Bachelor of Arts

Turn your passion for reading and writing into a career. Gain the communication and research skills needed in the workplace today. Learn to think critically and write effectively. Welcome to SNHU's BA in English language and literature program.

The BA in English language and literature degree opens up several career possibilities beyond the traditional roles of writers and teachers. English language and literature majors also go on to become lawyers, politicians, marketing communication professionals, historians, museum curators, and nonprofit directors, just to name a few.

Classes are generally small. The literature courses, for example, average about 20 students and the writing courses just about 15 students. This allows professors to keep the classes lively and highly interactive. You won't ever find yourself sitting in a huge auditorium, struggling to follow along with a lecture. In fact, some of the most unique learning opportunities might take place out of the classroom.

Because of SNHU's ideal location in the heart of New England, the birthplace of American literature, professors often build in visits to historic literary sites such as Walden Pond to add depth to the subject matter.

The program includes an extensive overview of American and British literature and a sampling of world literature. You'll also be required to take courses in linguistics, literary theory, and Shakespeare. Optional courses include Postcolonial Studies, multinational literature, as well as regularly rotating courses on single authors (Dickens or Hemingway, for example) and specific genres (drama, poetry, and the novel).

General Education Program: 45 credits

SAS required courses: 9 credits

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3

Choose one of the following:

- 100-level HIS

- 200-level HIS

Major Courses: 33 credits

- ENG 350 - The English Language Minimum Credits: 3
- LIT 300 - Literary Theory Minimum Credits: 3
- LIT 319 - Shakespeare Minimum Credits: 3
- One 200-level LIT elective
- Three 300-level LIT electives
- One 400-level LIT elective

Choose either:

- LIT 485 - Senior Thesis in Literature Minimum Credits: 3 (6 credits)
- Two 300- or 400-level LIT electives (6 credits)

Choose one:

- ENG 327 - Play Writing Workshop Minimum Credits: 3
- ENG 328 - Poetry Writing Workshop Minimum Credits: 3
- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3

Free Electives Credits: 33

Total Credits: 120

Finance/Economics

Accounting/Finance, B.S.

Program Coordinator: Dr. Michael Tasto

The Accounting/Finance degree offers students the course work they need to qualify for careers in the accounting or finance professions. The degree prepares graduates for meaningful employment in accounting, banking, corporate finance, insurance, investments and personal finance.

The major would be of particular interest to students seeking to study accounting and finance without following the traditional certified public accountant track. The major also offers an option for accounting and finance students who wish to follow the traditional CPA track. Such students can fulfill the necessary CPA requirements by taking additional accounting courses as free electives.

Accounting/Finance Curriculum - Bachelor of Science

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits**Business Core: 30 credits****Major Courses: 30 credits**

- ACC 207 - Cost Accounting Minimum Credits: 3
- ACC 307 - Intermediate Accounting I Minimum Credits: 3
- ACC 308 - Intermediate Accounting II Minimum Credits: 3
- ECO 306 - Money and Banking Minimum Credits: 3
- FIN 330 - Corporate Finance Minimum Credits: 3
- FIN 336 - Multinational Corporate Finance Minimum Credits: 3
- FIN 340 - Fundamentals of Investments Minimum Credits: 3
- ACC - Choose one (1) 300/400 level ACC elective
- ACC/FIN - Choose two (2) 300/400 level ACC/FIN electives

Free Electives Credits: 15**Total Credits: 120****Finance/Economics, B.S.**

The Finance/Economics Program has a dual mission: to examine the behavior of the economy and its relationship to business and government, and to study the funding and investment needs of corporations, individuals and institutions. The primary goal of the program is to establish a solid foundation in the applied and theoretical areas of international and domestic finance, business and economics. Economics/finance majors develop the analytical and quantitative skills needed for corporate and individual financial management and economic modeling and forecasting.

Students who choose to major in the Economics/Finance Program will be prepared for careers in industry, financial organizations and government. Many go on to graduate school to continue their studies in economics, finance, other business-related disciplines or law.

Finance/Economics Curriculum - Bachelor of Science

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits**Business Core: 30 credits****Major Courses: 27 credits**

- ECO 301 - Managerial Economics Minimum Credits: 3
- ECO 306 - Money and Banking Minimum Credits: 3
- ECO 402 - Intermediate Macroeconometrics Minimum Credits: 3
- FIN 330 - Corporate Finance Minimum Credits: 3

- FIN 340 - Fundamentals of Investments Minimum Credits: 3
- FIN/ECO - Four FIN/ECO electives of 200-level or higher

Math Courses: 3 credits

- MAT 140 - Precalculus Minimum Credits: 3
or
- MAT 210 - Calculus I Minimum Credits: 3
or
- MAT 300 - Regression Analysis Minimum Credits: 3

Free Electives Credits: 15

Total Credits: 120

Game Design and Development

Game Design and Development, B.A.

Coordinator: Prof. Harry Umen

The B.A. in Game Design and Development focuses on the creative design facet of game production. Students become familiar with creating game assets, building game environments, characters, character animation, game interface design, and interactive storytelling. Particular attention is given the game artist's role in game development collaboration through the production pipeline. Students learn to take an idea to concept and model creation while gaining knowledge of the most used techniques in the gaming industry for a wide variety of platforms (mobile, console, PC).

Game Design and Development Curriculum - Bachelor of Arts

Offered in COCE Only.

General Education Program: 45 credits

SAS required courses: 9 credits

- COM 212 - Public Speaking Minimum Credits: 3
- PSY 108 - Introduction to Psychology Minimum Credits: 3

Choose one of the following:

- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3
- MAT 350 - Applied Linear Algebra Minimum Credits: 3

Major Courses: 33 credits

- IT 135 - Interactive 3-D Virtual Environments Minimum Credits: 3
- IT 207 - Information Technology and Digital Games Minimum Credits: 3

- IT 303 - Design of Virtual Game Environments Minimum Credits: 3
- IT 305 - Digital Game Development Minimum Credits: 3
- IT 430 - 3-D Modeling and Animation Minimum Credits: 3
- or
- GRA 202 - 3-D Modeling and Animation Minimum Credits: 3
- IT 450 - Artificial Intelligence Minimum Credits: 3
- IT 465 - Digital Multimedia Development Minimum Credits: 3

Select four courses within one of the following subfields:

Visual and Interactive Storytelling

- ENG 327 - Play Writing Workshop Minimum Credits: 3
- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- COM 327 - Screenwriting for Media Arts Minimum Credits: 3
- LIT 301 - World Mythology
- LIT-305 - Popular Fiction

Game Development and Supporting Technologies

- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 230 - Software Development with C#.NET Minimum Credits: 3
- IT 232 - Software Development w/C++.NET Minimum Credits: 3
- IT 315 - Object Oriented Analysis and Design Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3

Psychology and Marketing of Games

- ADV 428 - Promotional Research & Media Management Minimum Credits: 3
- MKT 229 - Principles of Integrated Marketing Communications Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- PSY 305 - Cognitive Psychology Minimum Credits: 3
- PSY 216 - Psychology of Personality Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3

Free Electives Credits: 33

Total Credits: 120

Game Design and Development, B.S.

Electronic gaming has become one of the most popular forms of entertainment in the world today. It is used also for education, training, and other serious purposes. The Bachelor of Science in Game Design and Development (GDD) prepares students to succeed in this rapidly expanding field. Students complete the business core and a set of required GDD courses which give them a solid preparation for entry into the electronic gaming industry. Students also select GDD electives in order to enhance their background in this relatively new career field and to focus their particular interests in the gaming industry. Students may concentrate their GDD electives in Interactive Storytelling, Visual and Audio Design, Game Development, Psychology and Marketing of Games, or Game Production and the Business of Gaming.

Bachelor of Science in Game Design and Development Curriculum

Offered in COCE Only.

General Education Program: 45 credits

Business Core: 24 credits

Note: The courses INT 113 and QSO 300 are not included in this program's business core.

Major Courses: 33 credits

- IT 135 - Interactive 3-D Virtual Environments Minimum Credits: 3
or
- GAM 135 - Interactive 3-D Virtual Environments Minimum Credits: 3
- IT 207 - Information Technology and Digital Games Minimum Credits: 3
or
- GAM 207 - Information Technology and Digital Games Minimum Credits: 3
- IT 303 - Design of Virtual Game Environments Minimum Credits: 3
or
- GAM 303 - Design of Virtual Game Environments Minimum Credits: 3
- IT 305 - Digital Game Development Minimum Credits: 3
or
- GAM 305 - Digital Game Development Minimum Credits: 3
- IT 430 - 3-D Modeling and Animation Minimum Credits: 3
or
- GAM 430 - 3-D Modeling and Animation Minimum Credits: 3
- IT 450 - Artificial Intelligence Minimum Credits: 3
or
- GAM 450 - Artificial Intelligence Minimum Credits: 3
- IT 465 - Digital Multimedia Development Minimum Credits: 3
or
- GAM 465 - Digital Multimedia Development Minimum Credits: 3

Select four courses within one of the following subfields:

Interactive Storytelling and Supporting Arts

- ENG 327 - Play Writing Workshop Minimum Credits: 3
- ENG 329 - Fiction Writing Workshop Minimum Credits: 3
- LIT 301 - World Mythology Minimum Credits: 3

- LIT 305 - Contemporary Pop Fiction Minimum Credits: 3
- COM 327 - Screenwriting for Media Arts Minimum Credits: 3

Game Development and Supporting Technologies

- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 230 - Software Development with C#.NET Minimum Credits: 3
- IT 232 - Software Development w/C++.NET Minimum Credits: 3
- IT 315 - Object Oriented Analysis and Design Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3

Psychology and Marketing of Games

- ADV 428 - Promotional Research & Media Management Minimum Credits: 3
- MKT 229 - Principles of Integrated Marketing Communications Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- PSY 305 - Cognitive Psychology Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- PSY 216 - Psychology of Personality Minimum Credits: 3

Game Production and the Business of Gaming

- OL 320 - Entrepreneurship Minimum Credits: 3
- OL 342 - Organizational Behavior Minimum Credits: 3
- QSO 340 - Introduction to Project Management Minimum Credits: 3
- ECO 402 - Intermediate Macroeconometrics Minimum Credits: 3
- IT 467 - Digital Commerce and eBusiness Minimum Credits: 3

Free Electives Credits: 18

Total Credits: 120

Healthcare/Nursing

Health Informatics, B.S.

Associate Dean: Kathleen Polley-Payne, RN, MSN, PNP

Health Information (HI) professionals possess the knowledge, attitudes, and skills to facilitate effective integration of technology to meet the legal, fiscal, human, and regulatory processes needed to effectively run healthcare organizations.

The need for qualified HI professionals to facilitate the transition, implementation, and ongoing management of health information systems that support the goals of an effective and efficient healthcare system is growing substantially. The provisions of the American Recovery and Reinvestment Act (ARRA) to invest in rapid implementation and meaningful use of electronic health records accelerate this demand. However, the US Bureau of Labor Statistics' (BLS's) data projects the number of active HI professionals will fall well below the necessary level to accomplish this transformation. This shortfall is due to an

aging workforce, coupled with an insufficient number of graduates from too few HI academic programs (AHIMA, 2009).

The AHIMA calls upon leaders of the healthcare industry and federal and state governments to support and fund the education necessary to ensure adequate numbers of HI professionals are in place to provide access to accurate, complete health information in this transitional electronic environment, and to manage, sustain, and improve our nation's use of health information in the years to come. This goal of this program is to help close the gap between supply and demand of HI professionals.

Program Outcomes:

1. Works collaboratively in virtual and face-to-face interprofessional teams comprised of key constituents across clinical, administrative, and research professionals to create, maintain, and securely disseminate electronic information and data.
2. Demonstrates competence in current healthcare informatics applications and systems, and understands the organizational implications of these applications.
3. Identifies elements of a health management system as they apply to information, data gathering and interpretation, and components of decision support.
4. Analyzes elements needed in technology to assure efficient operation based upon informatics plan for records management, staff education, marketing and other information-driven applications.
5. Demonstrates understanding and application of program planning and evaluation within health services organizations and the role of information systems in this process.
6. Support the implementation of legal and regulatory requirements related to the health information infrastructure regarding healthcare privacy and confidentiality issues, so as to help manage access, disclosure, and use of personal health information.

Health Informatics Curriculum - Bachelor of Science

General Education Program: 45 credits

Note: Students must choose BIO 210 , MAT 240 , PHL 212

Business Core: 24 credits

Note: The courses INT 113 and QSO 300 are not included in this program's business core.

Major Courses: 39 credits

- HCM 205 - Medical Terminology Minimum Credits: 3
- HCM 215 - Coding & Classification Systems Minimum Credits: 3
- HCM 220 - Healthcare Data Management Minimum Credits: 3
- HCM 340 - Healthcare Delivery Systems Minimum Credits: 3
- HCM 345 - Healthcare Reimbursement Systems Minimum Credits: 3
- HCM 420 - Ethical Considerations of Healthcare Minimum Credits: 3
- HCM 430 - Healthcare Quality Management Minimum Credits: 3
- IT 135 - Interactive 3-D Virtual Environments Minimum Credits: 3
- or*
- IT 145 - Introduction to Software Development Minimum Credits: 3
- IT 201 - Computer Platform Technologies Minimum Credits: 3
- IT 330 - Database Design and Management Minimum Credits: 3
- IT 340 - Network and Telecommunication Management Minimum Credits: 3
- IT 380 - Cybersecurity and Information Assurance Minimum Credits: 3
- QSO 340 - Introduction to Project Management Minimum Credits: 3

Free Elective Credits: 12

Total Credits: 120

Healthcare Management, B.S.

Associate Dean: Kathleen Polley-Payne, RN, MSN, PNP

Healthcare will generate 3.2 million new wage and salary jobs between 2008 and 2018, more than any other industry, largely in response to rapid growth in the elderly population (Bureau of Labor Statistics, 2011). With the high demand for healthcare comes an increase demand for healthcare administrators, which is expected to experience a 16% job growth between 2008 and 2018. The Bachelor of Science in Healthcare Management program provides students with the knowledge, skills, attitudes and competencies to effectively manage within the complex healthcare delivery system. The management oriented curriculum offers students the opportunity to enhance knowledge of leadership while exploring contemporary issues in healthcare from the business perspective.

Program Outcomes:

1. Demonstrate an understanding of the US health care system including its organization, structure, delivery modalities, performance, and terminology.
2. Work collaboratively in virtual and “face to face” team environments comprised of stakeholders across clinical, administrative, and other healthcare professionals.
3. Demonstrate an understanding of healthcare reimbursements, the ability to maintain accurate financial records, prepare budgets, analyze variance, and identify financial opportunities and risks.
4. Demonstrate an understanding of the legal, regulatory, and ethical considerations of the US healthcare delivery system and how these considerations impact collection, storage and use of information.
5. Identify and explain common “best practice” solutions to strategic, tactical and operational issues in managing healthcare through the use of information and organizational knowledge.
6. Identify and understand processes of continuous improvement and the barriers that exist in a healthcare setting.
7. Create simple, data-driven action plans that are based on the attainment of measurable results, clear trails of accountability and all appropriate risk assessment.
8. Demonstrate an understanding of the application of management skills in first-line supervision and coaching at the department or unit level to effectively lead teams across a variety of healthcare environments.
9. Demonstrate proficiency in written and verbal communication skills.

Healthcare Management Curriculum - Bachelor of Science

General Education Program: 45 credits

Note: Students must choose BIO 210 , MAT 240 , PHL 212

Business Core: 24 credits

Note: The courses INT 113 and QSO 300 are not included in this program’s business core.

Major Courses: 33 credits

- HCM 205 - Medical Terminology Minimum Credits: 3
- HCM 210 - Health Promotion Minimum Credits: 3
- HCM 215 - Coding & Classification Systems Minimum Credits: 3
- HCM 220 - Healthcare Data Management Minimum Credits: 3
- HCM 330 - Principles of Epidemiology Minimum Credits: 3

- HCM 340 - Healthcare Delivery Systems Minimum Credits: 3
- HCM 345 - Healthcare Reimbursement Systems Minimum Credits: 3
- HCM 420 - Ethical Considerations of Healthcare Minimum Credits: 3
- HCM 430 - Healthcare Quality Management Minimum Credits: 3
- HCM 480 - Healthcare Management Capstone Minimum Credits: 3
- QSO 340 - Introduction to Project Management Minimum Credits: 3

Free Elective Credits: 18

Total Credits: 120

Nursing, B.S.N.

The R.N. to B.S. in Nursing Program is designed for students who hold an Associate's Degree in Nursing and who wish to earn a Bachelor's of Science in Nursing. Students complete their education requirements towards nursing licensure prior to entry into this program. As students progress, they build upon the Institute's or Medicine *Nurse of the Future* competencies, widely adopted by the nursing profession as critical to the success of today's nurses. At the same time, this program is designed to meet Commission on Collegiate Nursing Education (CCNE) accreditation requirements. CCNE, an autonomous accrediting agency, ensures the quality and integrity of baccalaureate and graduate programs in nursing.

Hospitals, and other health profession employers, are increasingly seeking R.N.'s with Baccalaureate level education and demonstrable strength in the core competencies as described in the *Nurse of the Future* framework. The Institute of Medicine recommends states strive for an 80/20% ratio of bachelor's educated nurses compared to those with associate's degrees in a state's workforce. In New Hampshire only 20 percent of nurses hold a bachelor's degree as of January 2012. The median age in New Hampshire, Vermont, and Maine indicates that they are among the top 5 oldest of states in the US. The aging population will increase demand for qualified, competent nurses. On April 1, 2011, the US Bureau of Labor Statistics reported that the healthcare sector is continuing to grow. Hospitals, long-term care facilities, and other ambulatory care settings added 37,000 new jobs in March 2011. As the largest segment of the healthcare workforce, R.N.s likely will be recruited to fill many of these new positions. Students in this program prepare for positions as direct-care providers, Nurse Managers, Unit Managers and other leadership roles.

Curriculum:

Nursing Required Courses

- NUR 310 - Nursing Leadership and Management Minimum Credits: 6
- NUR 320 - Patient-Centered Assessments Minimum Credits: 6
- NUR 330 - Research and Evidence-Based Practice Minimum Credits: 6
- NUR 410 - Community and Global Health Minimum Credits: 6
- NUR 480 - Policy, Law, Ethics, and Regulation Minimum Credits: 6

Note(s):

Students may transfer up to 90 credits toward the BSN, with a minimum of 30 credits completed at SNHU.

Other Required Coursework

The BSN program is 120 credit hours. In addition to the completion of the five nursing courses outlined above, student will need to complete the following coursework at either Southern New Hampshire University or elsewhere.

- Students will take a minimum of 15 science credits to include 4 credits of BIO 210 and BIO 210L
- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3
- BIO 210L - Anatomy and Physiology Lab Minimum Credits: 1
- Human Anatomy and Physiology II Minimum Credits: 4
- Microbiology Minimum Credits: 4
- Therapeutic Nutrition Minimum Credits: 3
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- Math ELE Minimum Credits: 3
- Fine Arts and Humanities ELE (FAS; HIS; LIT; PHL) Minimum Credits: 6
- Social and Behavioral ELE Minimum Credits: 3
- PSY 108 - Introduction to Psychology Minimum Credits: 3
- PSY 211 - Lifespan Development Minimum Credits: 3
- Free Electives Minimum Credits: 12
- Nursing (Obtained as an Associate or Diploma program Nursing) Minimum Credits: 36

Total Credits: 120

History

History with Concentrations, B.A.

Coordinator: Dr. Kenneth Nivison

The History Major at Southern New Hampshire University is designed to be both comprehensive and flexible when compared to undergraduate programs throughout the country. Students receive a broad foundation in United States history and Western Civilization, primarily through primary sources, and then may, in consultation with their advisor, design their own course of study incorporating coursework from throughout the university. Students may choose a general course based in United States, European, or world studies, or may organize their degree around a specific theme such as religion, African-American, political, social, intellectual, or economic topics to name a few. All history majors complete required courses in historical methods and a senior colloquium where they write a senior thesis. In addition, the student may pursue a secondary interest in more depth since the major allows for 21 credits in electives.

History Curriculum - Bachelor of Arts

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

SAS required courses: 9 credits

- COM 212 - Public Speaking Minimum Credits: 3

Choose one of the following:

- 200-level LIT
- 300-level LIT

Choose one of the following:

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3
- MUS 223 - Appreciation and History of Music Minimum Credits: 3
- FAS 370 - American Art: Colonial to WWII Minimum Credits: 3

Major Courses: 33 credits

- HIS 113 - United States History I: 1607-1865 Minimum Credits: 3
- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- *(HIS 114 above will fulfill a requirement of the general education program and thus is not counted as a credit in the major.)*
- HIS 117 - World Civilizations, Prehistory to 1500 Minimum Credits: 3
- HIS 118 - World Civilizations, 1500 to Present Minimum Credits: 3
- HIS 340 - Making History Minimum Credits: 3
- HIS 460 - History Research Seminar Minimum Credits: 3
- Six 200 to 400 level HIS electives

History with Concentrations in American History, European History, Middle Eastern Studies, and Military History

(Concentrations only offered Online)

American History Concentration: 9 credits

Choose three of the following:

- HIS 245 - United States History since 1945 Minimum Credits: 3
- HIS 270 - American Environmental History Minimum Credits: 3
- HIS 319 - African-American History since the Civil War Minimum Credits: 3
- HIS 330 - Civil War and Reconstruction Minimum Credits: 3
- HIS 332 - Colonial New England Minimum Credits: 3
- HIS 338 - Young America Minimum Credits: 3
- HIS 357 - American Slavery Minimum Credits: 3

Elective Credits: 24

Total Credits: 120

European History Concentration: 9 credits

Choose three of the following:

- HIS 220 - Modern European History: 1890-Present Minimum Credits: 3
- HIS 240 - World War I Minimum Credits: 3
- HIS 241 - World War II Minimum Credits: 3
- HIS 314 - European Conquest of New World Minimum Credits: 3
- HIS 315 - Modern Russia Minimum Credits: 3
- HIS 321 - The Ancient World of Greece and Rome Minimum Credits: 3
- HIS 374 - The Renaissance and the Reformation Minimum Credits: 3

Elective Credits: 24

Total Credits: 120

Middle Eastern Studies Concentration: 9 credits

- HIS 371 - History of the Middle East I Minimum Credits: 3
- HIS 372 - History of the Middle East II Minimum Credits: 3

Elective Credits: 24

Total Credits: 120

Military History Concentration: 9 credits

Choose three of the following:

- HIS 223 - Modern War & Society Minimum Credits: 3
- HIS 240 - World War I Minimum Credits: 3
- HIS 241 - World War II Minimum Credits: 3
- HIS 245 - United States History since 1945 Minimum Credits: 3
- HIS 330 - Civil War and Reconstruction Minimum Credits: 3

Elective Credits: 24

Total Credits: 120

History, B.A.

Coordinator: Dr. Kenneth Nivison

The history major provides students with the mental discipline needed for them to assume lives of positive impact in any specific vocational field. In pursuit of this goal, the program cultivates a historical perspective, which is integrative of all fields of

human knowledge; analyzes the choices, and consequences of those choices, of various human communities; appreciates the development of wisdom and beauty; develops advanced critical thinking and communication skills through intensive examination of the elements of history (among them texts, images, objects, landscapes) and the crafting of contemporary historical arguments based upon those sources; examines the creation of history through the work of historians; and encourages civic engagement through a deeper and more nuanced understanding of the development of human societies and the importance of competent, creative, and generous leadership in forging peaceful societies.

In addition to the prescribed coursework, students are strongly encouraged to participate in internships and study abroad programs as a way of broadening their intellectual and cultural development and preparing them for success in a wide range of fields.

History Curriculum - Bachelor of Arts

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

SAS required courses: 9 credits

- COM 212 - Public Speaking Minimum Credits: 3

Choose one of the following:

- 200-level LIT
- 300-level LIT

Choose one of the following:

- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3
- MUS 223 - Appreciation and History of Music Minimum Credits: 3
- FAS 370 - American Art: Colonial to WWII Minimum Credits: 3

Major Courses: 33 credits

- HIS 109 - Western Civilization to 1500 Minimum Credits: 3
- HIS 110 - Western Civilization since 1500 Minimum Credits: 3
- HIS 113 - United States History I: 1607-1865 Minimum Credits: 3
- HIS 114 - United States History II: 1865-Present Minimum Credits: 3
- (HIS 114 above will fulfill a requirement of the general education program and thus is not counted as a credit in the major.)
- HIS 340 - Making History Minimum Credits: 3
- HIS 460 - History Research Seminar Minimum Credits: 3
- Six 200 to 400 level HIS electives

Free Electives Credits: 30

Total Credits: 120

Information Technology

Business Information Systems Certificate

Certificate Programs

Certificate programs are designed for those individuals who need basic skills for entry-level positions or for employees who want to be promoted or transferred within their organizations.

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Required Courses

- IT 100 - Introduction to Information Technology Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- IT - Four IT electives (as recommended by the student's advisor)

Select one of the following:

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Calculus I Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3

Guidelines for Certificate Programs

Prior credits: Students may transfer credits from other accredited institutions for courses in which a minimum grade of "C-" was earned. Official transcripts should be submitted for analysis immediately after entering the certificate program.

Students also may receive credit for equivalent prior learning by means of "CLEP," Southern New Hampshire University institutional tests or portfolio assessments. Students should consult an academic advisor for more details.

Note: Certificate candidates may use transfer or prior learning credit courses, but they must take four courses in residence at Southern New Hampshire University.

Prerequisites: Various certificate courses require preparatory background. IT 210 requires IT 100 Introduction to Information Technology or appropriate work experience with computers. When waived for certificate candidates with appropriate work experience, prerequisite courses still remain as requirements for degree candidates (but may be satisfied by transfer- or prior-credit awards).

Time limits: Most certificate programs are scheduled so that concentration courses can be completed within one year, but students are free to set their own paces.

Satisfactory performance: A student must maintain a minimum cumulative grade-point average of "C" (2.0 on a 4-point scale) to receive a certificate.

Certificate conferral: The student must complete a petition for a certificate in accordance with the following deadlines: by

January 1 for an April, May or June conferral, by April 1 for a July, August or September conferral, by July 1 for an October, November or December conferral, by October 1 for a January, February or March conferral.

Credit earned: All credits earned in the certificate programs are recorded on students' transcripts and may be applied to degree programs.

Dual certificates: To receive another certificate, a student must take a minimum of four courses toward the second certificate.

Justice Studies/Public Administration

Crime and Criminology Certificate

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair.

Also offered Online and at the Manchester Continuing Education Center.

This optional 12 credit program is designed for students interested in future careers or graduate study in the areas of social work, criminal psychology, or sociology. Students will explore related topics including victimology, sociology of deviance, and crimes against children.

Required Courses

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
or
- POL 306 - The American Legal Tradition Minimum Credits: 3
- JUS 215 - The Victim and the Justice System Minimum Credits: 3

Select two (2) of the following:

- JUS 211 - Organized Crime Minimum Credits: 3
- JUS 305 - International Criminal Justice Minimum Credits: 3
- JUS 309 - White Collar Crime Minimum Credits: 3
- JUS 429 - Terrorism Minimum Credits: 3
- JUS 468 - Crimes Against Children Minimum Credits: 3
- PSY 205 - Forensic Psychology Minimum Credits: 3
- PSY 215 - Psychology of Abnormal Behavior Minimum Credits: 3
- PSY 310 - Criminal Psychology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3
- SOC 326 - Sociology of Deviant Behavior Minimum Credits: 3

Justice Studies with Concentrations, B.S.

Southern New Hampshire University's Bachelor of Science in Justice Studies presents a systematic vision of the justice system and exposes its majors to the panoply of careers, theories and applications, agencies and institutions that comprise American justice. The B.S. in Justice Studies consists of a core and a series of tracks which allows students to tailor the program toward their career goals. The core lays out the essential knowledge base for Justice Studies majors and reviews the fundamentals of legal and social science research, provides overview courses on the system at large, and instructs on criminal law and correctional systems. The B.S. in Justice Studies emphasizes the full range of justice functions, from policing to corrections, from law to private sector justice. The B.S. in Justice Studies delivers the "professional" perspective in the educational environment, preparing students for future careers in the justice sector.

B.S. Justice Studies Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

SAS required courses: 9 credits

- PSY 108 - Introduction to Psychology Minimum Credits: 3
- PHL 210 - Introduction to Philosophy Minimum Credits: 3
- SOC 112 - Introduction to Sociology Minimum Credits: 3

Major Courses: 18 credits

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- JUS 261 - Judicial Administration Minimum Credits: 3
- JUS 305 - International Criminal Justice Minimum Credits: 3
- JUS 375 - Criminal Law Minimum Credits: 3
- JUS 455 - Legal Traditions Minimum Credits: 3
- JUS 224 - Legal and Justice Research Methods Minimum Credits: 3
or
- SCS 224 - Social Science Research Methods Minimum Credits: 3
or
- PSY 224 - Research II: Scientific Investigations Minimum Credits: 3

Police and Law Enforcement: 6 required credits

- JUS 102 - American Policing Minimum Credits: 3
- JUS 103 - Correctional Systems Minimum Credits: 3
- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 111 - Introduction to Criminalistics Minimum Credits: 3
- JUS 201 - Criminal Investigation Minimum Credits: 3
- JUS 202 - Industrial and Retail Security Minimum Credits: 3
- JUS 345 - Probation and Parole Minimum Credits: 3
- JUS 394 - Problems in Policing Minimum Credits: 3
- JUS 465 - Police Organization and Management Minimum Credits: 3
- JUS 466 - Homeland Security Minimum Credits: 3

Crime and Criminology: 6 required credits

- JUS 211 - Organized Crime Minimum Credits: 3
- JUS 215 - The Victim and the Justice System Minimum Credits: 3
- JUS 309 - White Collar Crime Minimum Credits: 3
- JUS 429 - Terrorism Minimum Credits: 3
- JUS 468 - Crimes Against Children Minimum Credits: 3
- PSY 205 - Forensic Psychology Minimum Credits: 3
- PSY 215 - Psychology of Abnormal Behavior Minimum Credits: 3
- PSY 310 - Criminal Psychology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3
- SOC 326 - Sociology of Deviant Behavior Minimum Credits: 3

Law and Legal Process: 6 required credits

- JUS 325 - Law, Justice and Family Minimum Credits: 3
- JUS 331 - Juvenile Justice System Minimum Credits: 3
- JUS 376 - Criminal Procedure Minimum Credits: 3
- JUS 395 - The Death Penalty Minimum Credits: 3
- JUS 485 - Forensic Law Minimum Credits: 3
- JUS 496 - Administrative Law Minimum Credits: 3
- JUS 497 - Law and Evidence Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- BUS 307 - Business Law II Minimum Credits: 3
- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3

Major Electives

Select two of the following:

- ACC 421 - Auditing and Forensic Accounting Minimum Credits: 3
- ACC 423 - Detection/Prevention Fraudulent Financial Statements Minimum Credits: 3
- ACC 425 - Interview Techniques/Legal Aspects Fraud Minimum Credits: 3
- ACC 427 - Investigating with Computers Minimum Credits: 3
- COM 448 - Media Ethics and Law Minimum Credits: 3
- ENV 319 - US Environmental Law and Politics Minimum Credits: 3
- ENV 329 - International Environmental Law and Negotiation Minimum Credits: 3
- HOS 416 - Legal Issues in the Hospitality and Tourism Industry Minimum Credits: 3
- INT 309 - Legal Environment of International Business Minimum Credits: 3
- JUS 400 - Foreign Study in Criminal Justice Minimum Credits: 3
- JUS 480 - Independent Study in Law and Justice Minimum Credits: 3
- JUS 498 - Criminal Justice Internship Minimum Credits: 0
- PAD 330 - Public Administration Minimum Credits: 3
- PHL 212 - Introduction to Ethics Minimum Credits: 3
- PHL 214 - Formal Logic Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- POL 305 - State and Local Government Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- POL 326 - World Legal Traditions Minimum Credits: 3
- POL 336 - Advocacy and the Law Minimum Credits: 3
- SPT 307 - Sport Law Minimum Credits: 3

or

- up to 6 credits as approved by Department Chair

Total Required Credits: 6**Core Credits: 45****Required Credits: 51****Elective Credits: 24****Total Credits: 120****Justice Studies Concentrations**

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Students selecting a concentration will utilize 12 elective credits to complete the concentration.

Policing & Law Enforcement (36 credits)

This optional program is designed for students interested in future careers or graduate study in policing and law enforcement. Students will explore related topics including community policing, police organization and management, and investigative techniques.

Select six (6) of the following:

Not otherwise completed as a requirement for the B.S. in Justice Studies major or other Justice Studies concentration/certificate:

- JUS 102 - American Policing Minimum Credits: 3
- JUS 103 - Correctional Systems Minimum Credits: 3
- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 111 - Introduction to Criminalistics Minimum Credits: 3
- JUS 201 - Criminal Investigation Minimum Credits: 3
- JUS 202 - Industrial and Retail Security Minimum Credits: 3
- JUS 345 - Probation and Parole Minimum Credits: 3
- JUS 394 - Problems in Policing Minimum Credits: 3
- JUS 465 - Police Organization and Management Minimum Credits: 3
- JUS 466 - Homeland Security Minimum Credits: 3
- Select two courses from each area as outlined above:
 - Crime and Criminology - 6 credits
 - Law and Legal Process - 6 credits
 - Justice Studies Electives - 6 credits

Crime & Criminology (36 credits)

This optional program is designed for students interested in future careers or graduate study in the areas of social work, criminal psychology, or sociology. Students explore related topics including victimology, sociology of deviance, and crimes against children.

Select six (6) of the following:

Not otherwise completed as a requirement for the B.S. in Justice Studies major or other Justice Studies concentration/certificate:

- JUS 211 - Organized Crime Minimum Credits: 3
- JUS 215 - The Victim and the Justice System Minimum Credits: 3
- JUS 305 - International Criminal Justice Minimum Credits: 3
- JUS 309 - White Collar Crime Minimum Credits: 3
- JUS 429 - Terrorism Minimum Credits: 3
- JUS 468 - Crimes Against Children Minimum Credits: 3
- PSY 205 - Forensic Psychology Minimum Credits: 3
- PSY 215 - Psychology of Abnormal Behavior Minimum Credits: 3
- PSY 310 - Criminal Psychology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3
- SOC 326 - Sociology of Deviant Behavior Minimum Credits: 3
- Select two courses from each area as outlined above:
 - Police and Law Enforcement - 6 credits
 - Law and Legal Process - 6 credits
 - Justice Studies Electives - 6 credits

Law and Legal Process (36 credits)

This optional program is designed for students interested in future careers or graduate study in the areas of law, court administration, or legal administration. Students explore related topics including judicial administration, law and evidence, and criminal procedure.

Select six (6) of the following:

Not otherwise completed as a requirement for the B.S. in Justice Studies major or other Justice Studies concentration/certificate:

- JUS 325 - Law, Justice and Family Minimum Credits: 3
- JUS 331 - Juvenile Justice System Minimum Credits: 3
- JUS 376 - Criminal Procedure Minimum Credits: 3
- JUS 395 - The Death Penalty Minimum Credits: 3
- JUS 485 - Forensic Law Minimum Credits: 3
- JUS 496 - Administrative Law Minimum Credits: 3
- JUS 497 - Law and Evidence Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- BUS 307 - Business Law II Minimum Credits: 3
- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3
- Select two courses from each area as outlined above:
 - Police and Law Enforcement - 6 credits
 - Crime and Criminology - 6 credits

- Justice Studies Electives - 6 credits

Terrorism & Homeland Security (36 credits)

This optional program is designed for students interested in future careers or graduate study in the area of terrorism, homeland security, or intelligence. Students explore related topics including terrorist organizations, terrorist tactics, and response by homeland security organizations.

Take four (4) of the following courses

Not otherwise completed as a requirement for the B.S. in Justice Studies major or other Justice Studies concentration/certificate:

- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 202 - Industrial and Retail Security Minimum Credits: 3
- JUS 429 - Terrorism Minimum Credits: 3
- JUS 466 - Homeland Security Minimum Credits: 3
- Select two courses from each area as outlined above:
 - Police and Law Enforcement - 6 credits
 - Crime and Criminology - 6 credits
 - Law and Legal Process - 6 credits
 - Justice Studies Electives - 6 credits

3 Year Option in B.S. Justice Studies Program

Highly qualified and motivated students may want to complete their justice studies degree in three years. This accelerated program requires students to take courses—typically, Criminal Justice Internship—in the summer terms between their regular academic years. This program may be particularly attractive to those who wish to obtain real world experience in the field prior to graduation.

5 Year B.S./M.S. in Justice Studies Program

SNHU undergraduate students who are interested in pursuing the Masters in Justice Studies are encouraged to apply early for admission into the M.S. program. Conditionally accepted students are eligible to take their first two graduate courses during their undergraduate senior year. Additionally, these two courses are covered under the traditional undergraduate tuition, thereby saving students additional tuition expense. By starting early students can, upon graduation and full acceptance, complete their graduate degree in as few as 15 months after graduation. Graduate courses are available in an online delivery allowing students to study from anywhere in the world. Any student wishing to pursue this option should contact the Justice Studies department prior to registering for their junior year coursework.

Justice Studies, A.S.

Coordinator: Prof. Patrick Cullen

The Associate of Science degree in Justice Studies is a two-year program. Students completing this program may transfer to a B.S. and then M.S. Justice Studies program.

Justice Studies Curriculum - Associate of Science

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

- COM 212 - Public Speaking Minimum Credits: 3

- ENG 120 - College Composition I Minimum Credits: 3
- ENG 121 - College Composition II Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3
- IT 210 - Business Systems Analysis and Design Minimum Credits: 3
- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- JUS 102 - American Policing Minimum Credits: 3
- JUS 103 - Correctional Systems Minimum Credits: 3
- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 215 - The Victim and the Justice System Minimum Credits: 3
- JUS 375 - Criminal Law Minimum Credits: 3
- JUS 455 - Legal Traditions Minimum Credits: 3

Select one of the following:

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Calculus I Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

Select two B.A./B.S. Core electives

Select two B.S. Justice Studies major course requirements

Select two Free electives

Total Credits: 60

Note(s):

Students enrolled on-campus will take an additional 1 credit academic course: SNHU 101 - SNHU Experience: Transition to College .

Justice Studies, B.S.

Southern New Hampshire University's Bachelor of Science in Justice Studies presents a systematic vision of the justice system and exposes its majors to the panoply of careers, theories and applications, agencies and institutions that comprise American justice. The B.S. in Justice Studies consists of a core and a series of tracks which allows students to tailor the program toward their career goals. The core lays out the essential knowledge base for Justice Studies majors and reviews the fundamentals of legal and social science research, provides overview courses on the system at large, and instructs on criminal law and correctional systems. The B.S. in Justice Studies emphasizes the full range of justice functions, from policing to corrections, from law to private sector justice. The B.S. in Justice Studies delivers the "professional" perspective in the educational environment, preparing students for future careers in the justice sector.

B.S. Justice Studies Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

SAS required courses: 9 credits

- PSY 108 - Introduction to Psychology Minimum Credits: 3
- PHL 210 - Introduction to Philosophy Minimum Credits: 3
- SOC 112 - Introduction to Sociology Minimum Credits: 3

Major Courses: 18 credits

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- JUS 261 - Judicial Administration Minimum Credits: 3
- JUS 305 - International Criminal Justice Minimum Credits: 3
- JUS 375 - Criminal Law Minimum Credits: 3
- JUS 455 - Legal Traditions Minimum Credits: 3
- JUS 224 - Legal and Justice Research Methods Minimum Credits: 3
or
- SCS 224 - Social Science Research Methods Minimum Credits: 3
or
- PSY 224 - Research II: Scientific Investigations Minimum Credits: 3

Select two of the following: 6 required credits

- JUS 102 - American Policing Minimum Credits: 3
- JUS 103 - Correctional Systems Minimum Credits: 3
- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 111 - Introduction to Criminalistics Minimum Credits: 3
- JUS 201 - Criminal Investigation Minimum Credits: 3
- JUS 202 - Industrial and Retail Security Minimum Credits: 3
- JUS 345 - Probation and Parole Minimum Credits: 3
- JUS 394 - Problems in Policing Minimum Credits: 3
- JUS 465 - Police Organization and Management Minimum Credits: 3
- JUS 466 - Homeland Security Minimum Credits: 3

Select two of the following: 6 required credits

- JUS 211 - Organized Crime Minimum Credits: 3
- JUS 215 - The Victim and the Justice System Minimum Credits: 3
- JUS 309 - White Collar Crime Minimum Credits: 3
- JUS 429 - Terrorism Minimum Credits: 3
- JUS 468 - Crimes Against Children Minimum Credits: 3
- PSY 205 - Forensic Psychology Minimum Credits: 3
- PSY 215 - Psychology of Abnormal Behavior Minimum Credits: 3
- PSY 310 - Criminal Psychology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3

- SOC 326 - Sociology of Deviant Behavior Minimum Credits: 3

Select two of the following: 6 required credits

- JUS 325 - Law, Justice and Family Minimum Credits: 3
- JUS 331 - Juvenile Justice System Minimum Credits: 3
- JUS 376 - Criminal Procedure Minimum Credits: 3
- JUS 395 - The Death Penalty Minimum Credits: 3
- JUS 485 - Forensic Law Minimum Credits: 3
- JUS 496 - Administrative Law Minimum Credits: 3
- JUS 497 - Law and Evidence Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- BUS 307 - Business Law II Minimum Credits: 3
- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3

Major Electives

Select two of the following:

- ACC 421 - Auditing and Forensic Accounting Minimum Credits: 3
- ACC 423 - Detection/Prevention Fraudulent Financial Statements Minimum Credits: 3
- ACC 425 - Interview Techniques/Legal Aspects Fraud Minimum Credits: 3
- ACC 427 - Investigating with Computers Minimum Credits: 3
- COM 448 - Media Ethics and Law Minimum Credits: 3
- ENV 329 - International Environmental Law and Negotiation Minimum Credits: 3
- HOS 416 - Legal Issues in the Hospitality and Tourism Industry Minimum Credits: 3
- INT 309 - Legal Environment of International Business Minimum Credits: 3
- JUS 400 - Foreign Study in Criminal Justice Minimum Credits: 3
- JUS 480 - Independent Study in Law and Justice Minimum Credits: 3
- JUS 498 - Criminal Justice Internship Minimum Credits: 0
- PAD 330 - Public Administration Minimum Credits: 3
- PHL 212 - Introduction to Ethics Minimum Credits: 3
- PHL 214 - Formal Logic Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- POL 305 - State and Local Government Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- POL 326 - World Legal Traditions Minimum Credits: 3
- POL 336 - Advocacy and the Law Minimum Credits: 3
- SPT 307 - Sport Law Minimum Credits: 3
- or up to 6 credits as approved by Department Chair

Total Required Credits: 6

Core Credits: 45

Required Credits: 51

Elective Credits: 24

Total Credits: 120

3 Year Option in B.S. Justice Studies Program

Highly qualified and motivated students may want to complete their justice studies degree in three years. This accelerated program requires students to take courses—typically, Criminal Justice Internship—in the summer terms between their regular academic years. This program may be particularly attractive to those who wish to obtain real world experience in the field prior to graduation.

5 Year B.S./M.S. in Justice Studies Program

SNHU undergraduate students who are interested in pursuing the Masters in Justice Studies are encouraged to apply early for admission into the M.S. program. Conditionally accepted students are eligible to take their first two graduate courses during their undergraduate senior year. Additionally, these two courses are covered under the traditional undergraduate tuition, thereby saving students additional tuition expense. By starting early students can, upon graduation and full acceptance, complete their graduate degree in as few as 15 months after graduation. Graduate courses are available in an online delivery allowing students to study from anywhere in the world. Any student wishing to pursue this option should contact the Justice Studies department prior to registering for their junior year coursework.

Law and Legal Process Certificate

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair.

Also offered Online and at the Manchester Continuing Education Center.

This optional 12-credit program is designed for students interested in future careers or graduate study in the areas of law, court administration, or legal administration. Students explore related topics including judicial administration, law and evidence, and criminal procedure.

Required Courses

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
or
- POL 306 - The American Legal Tradition Minimum Credits: 3
- JUS 261 - Judicial Administration Minimum Credits: 3

Select two (2) of the following:

- JUS 325 - Law, Justice and Family Minimum Credits: 3

- JUS 331 - Juvenile Justice System Minimum Credits: 3
- JUS 376 - Criminal Procedure Minimum Credits: 3
- JUS 395 - The Death Penalty Minimum Credits: 3
- JUS 485 - Forensic Law Minimum Credits: 3
- JUS 496 - Administrative Law Minimum Credits: 3
- JUS 497 - Law and Evidence Minimum Credits: 3
- BUS 206 - Business Law I Minimum Credits: 3
- BUS 307 - Business Law II Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- POL 305 - State and Local Government Minimum Credits: 3
- POL 316 - Legal Reasoning and the Constitution Minimum Credits: 3

Policing and Law Enforcement Certificate

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair.

Also offered Online and at the Manchester Continuing Education Center.

This optional 12-credit program is designed for students interested in future careers or graduate study in policing and law enforcement. Students will explore related topics including community policing, police organization and management, and investigative techniques.

Required Courses

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
or
- POL 306 - The American Legal Tradition Minimum Credits: 3
- JUS 102 - American Policing Minimum Credits: 3

Select two (2) of the following:

- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 201 - Criminal Investigation Minimum Credits: 3
- JUS 202 - Industrial and Retail Security Minimum Credits: 3
- JUS 345 - Probation and Parole Minimum Credits: 3
- JUS 394 - Problems in Policing Minimum Credits: 3
- JUS 465 - Police Organization and Management Minimum Credits: 3
- JUS 466 - Homeland Security Minimum Credits: 3

Public Administration, B.A.

Public administration prepares students for the world of government policy, organization and management. As a civil servant, public administrators both make policy and enforce programs to help build and strengthen communities and society. Students learn critical subjects such as government structure, administrative management, fiscal budgeting, community dynamics, politics and public policy. Public administration graduates are prepared for careers in government at the city, county, state, national, and international levels, as well as employment in nonprofit and quasi-governmental organizations.

The US Department of Labor's Bureau of Labor Statistics projects public administration employment opportunities are expected to grow at about the same rate as other occupations through 2014. Growth will come from the continued need for municipal governments to provide services such as fire protection, criminal justices systems, public works, libraries, schools, public health, transportation, housing and development due to an expanding population. Opportunities for those with public administration experience are increasing in the private sector as regulation becomes more complex.

Program Outcomes: Upon completion of the B.A. in Public Administration, students will:

- Recognize the role and need for public administration within society and community
- Acquire an applied, comprehensive knowledge of the structure, responsibilities and opportunities of public administration in a variety of community settings
- Recognize and define public sector departments, delivery systems, management hierarchy, and organizational behaviors
- Identify the origins and elements of public budgets and fiscal management
- Develop skills to analyze, assess and address social, economic and development issues within a public administration paradigm

Public Administration Curriculum - Bachelor of Arts

General Education Program: 45 credits

Note: Students must choose MAT 240

Arts and Science Courses: 9 credits

- SOC 112 - Introduction to Sociology Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3
- or*
- SCI 220 - Energy and Society Minimum Credits: 3

Major Courses: 36 credits

- CED 301 - Intro Community Economic Development Minimum Credits: 3
- CED 335 - Social Issues and Economic Policies CED Minimum Credits: 3
- PAD 330 - Public Administration Minimum Credits: 3
- PAD 331 - Public Administrative Ethics and Theory Minimum Credits: 3
- PAD 332 - Municipal Government Operations Minimum Credits: 3
- PAD 340 - Public Fiscal Management Minimum Credits: 3
- PAD 341 - Disaster Recovery and Response Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- POL 305 - State and Local Government Minimum Credits: 3
- SCS 224 - Social Science Research Methods Minimum Credits: 3

- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 318 - Sustainable Communities Minimum Credits: 3

Free Elective Credits: 30

Total Credits: 120

Terrorism & Homeland Security Certificate

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair.

Also offered Online and at the Manchester Continuing Education Center.

This optional 12-credit program is designed for students interested in future careers or graduate study in the area of terrorism, homeland security, or intelligence. Students explore related topics including terrorist organizations, terrorist tactics, and response by homeland security organizations.

Required Courses

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
or
- POL 306 - The American Legal Tradition Minimum Credits: 3
- JUS 429 - Terrorism Minimum Credits: 3
- JUS 466 - Homeland Security Minimum Credits: 3

Select one (1) of the following:

- JUS 104 - Introduction to Security Minimum Credits: 3
- JUS 202 - Industrial and Retail Security Minimum Credits: 3
- JUS 305 - International Criminal Justice Minimum Credits: 3

Liberal Arts/General Studies

General Studies, B.A.

Coordinator: Anthony Siciliano

The purpose of the B.A. General Studies is to serve those students who want a broad general education without an in-depth study in one discipline area. This program provides students a broad education that permits them the freedom to take coursework in multiple academic disciplines but, at the same time, allows them to earn a concentration in one area of study. The degree consists of four separate sections. The first section of 45 credits is the university general education core. The core provides the broad general education that the university believes should be the foundation for all SNHU students. The second component of the degree consists of a degree planning course. The third section of the general studies degree is the 12 credit concentration. The final section of the general studies degree consists of 60 credits of free electives for students. These free electives serve multiple purposes. First, they enable the student to explore different discipline areas; an exploration that may lead to their changing their general studies degree to a specific discipline major or it may lead them to continue their general studies program with a specific concentration. Free electives also allow students who have chosen a concentration to complete any prerequisites that may be required for courses in that program.

General Studies Curriculum - Bachelor of Arts

General Education Program: 45 credits

Foundation:

- ENG 122 - English Composition I Minimum Credits: 3
- ENG 123 - English Composition II Minimum Credits: 3
- SNHU 107 - Success Strategies for Online Learning Minimum Credits: 3
- **Students with 12 or more transfer credits *may* substitute SNHU 107 with a Free Elective.

Choose one:

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 135 - The Heart of Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Calculus I Minimum Credits: 3
- MAT 211 - Calculus II Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3

Exploration:

Fine Arts and Humanities (EFAH)

- Choose one (1) course from two (2) different discipline areas (FAS, LIT, HIS, PHL)

Social and Behavioral Sciences (ESBS)

- Choose one (1) course from two (2) different discipline areas (ATH, ECO, POL, PSY)

Science, Technology, and Mathematics (ESTM)

- Choose one (1) course from two (2) different discipline areas (SCI/BIO/GEO, IT, MAT)

General Education Electives (EGED)

Students choose two (2) additional General Education Elective from the Exploration area or may choose two (2) of the following:

- ADV 263 - Advertising Copy and Design Minimum Credits: 3
- COM 126 - Introduction to Mass Communication Minimum Credits: 3
- COM 212 - Public Speaking Minimum Credits: 3
- COM 320 - Exploring World Cultures/Mass Media Minimum Credits: 3
- DEV 260 - Family and Culture Minimum Credits: 3
- EDU 200 - Introduction to Education Minimum Credits: 3
- ENG 220 - Business Communication Minimum Credits: 3
- ENG 350 - The English Language Minimum Credits: 3
- HOS 220 - Geography of Global Cultures Minimum Credits: 3
- INT 113 - Introduction to International Business Minimum Credits: 3
- LAR 111 - Elementary Arabic and Culture I Minimum Credits: 3
- LAR 112 - Elementary Arabic and Culture II Minimum Credits: 3
- LFR 111 - Beginning French I Minimum Credits: 3
- LFR 112 - Beginning French II Minimum Credits: 3
- LMN 111 - Elementary Mandarin Language/Culture I Minimum Credits: 3
- LMN 112 - Elementary Mandarin Language/Culture II Minimum Credits: 3
- LSP 111 - Beginning Spanish I Minimum Credits: 3
- LSP 112 - Beginning Spanish II Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- MKT 229 - Principles of Integrated Marketing Communications Minimum Credits: 3

**Course offerings contingent on location

Integration:

Students choose one (1) seminar course (IDIV, IGSO, IWEL, PFTF) **plus** two (2) courses from the Exploration area.

Self-Designed Degree Program Planning

- IND 201 - Self-Designed Degree Program Planning Minimum Credits: 3

Concentration: 12 credits

Free Electives: 60 credits

Total Credits: 120

Liberal Arts, A.A.

Coordinator: Dr. John McCannon

The Associate of Arts degree in Liberal Arts is a two-year program. Students completing this program may transfer to a four-year liberal arts major or a four-year business program.

Liberal Arts Curriculum - Associate of Arts

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

- COM 212 - Public Speaking Minimum Credits: 3
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- FAS 201 - Introduction to Humanities I Minimum Credits: 3
- FAS 202 - Introduction to Humanities II Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3
- HIS - One History elective
- LIT - One English Literature elective
- PHL - One Philosophy elective
- SCI - One Science elective

Select one of the following:

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 135 - The Heart of Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Calculus I Minimum Credits: 3
- MAT 211 - Calculus II Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- or
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3

Select two of the following:

General Education core - Social and Behavioral Science (ESBS)

Free Electives Credits: 15

Liberal Arts Electives Credits: 6

Total Credits: 60

Note(s):

Students enrolled on-campus will take an additional 1 credit academic course: SNHU 101 - SNHU Experience: Transition to College .

Marketing

Advertising, B.A.

Southern New Hampshire University advertising graduates are prepared to work in the creative and management divisions of corporations and agencies in the United States and abroad. The advertising major at SNHU includes courses in marketing, advertising, communications, public relations, graphic design, and technology. The advertising industry is expected to grow 13 percent through 2014, according to the United States Bureau of Labor Statistics. SNHU advertising graduates are prepared to enter the industry with a professional portfolio and a solid background in print, radio, television and web advertising. Students can tap into a large alumni network for help in their job searches.

Advertising Curriculum - Bachelor of Arts

General Education Program: 45 credits

Arts & Sciences Required Courses: 9 credits

- COM 212 - Public Speaking Minimum Credits: 3

Choose two of the following:

- HIS 301 - World History and Culture Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- SCI 219 - Environmental Issues Minimum Credits: 3
- SOC 320 - Sociology of Gender Minimum Credits: 3
- SOC 330 - Sociology of Minority Relations Minimum Credits: 3

Major Courses: 24 credits

- ADV 263 - Advertising Copy and Design Minimum Credits: 3
- ADV 340 - Advertising Media Planning Minimum Credits: 3
- ADV 428 - Promotional Research & Media Management Minimum Credits: 3
- ADV 429 - Advertising Campaigns Minimum Credits: 3
- ADV 462 - Advertising Account Executive Seminar Minimum Credits: 3
- COM 230 - Graphics and Layout in Print Media Minimum Credits: 3
- MKT 229 - Principles of Integrated Marketing Communications Minimum Credits: 3
- MKT 360 - Direct Marketing Minimum Credits: 3

Select three of the following: 9 credits

- COM 126 - Introduction to Mass Communication Minimum Credits: 3
- COM 232 - Desktop Publishing Minimum Credits: 3
- MKT 230 - Retail Sales Promotion Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- MKT 350 - Ethical Issues in Marketing Minimum Credits: 3

Allied Course: 6 credits

- MKT 113 - Introduction to Marketing Minimum Credits: 3

- MKT 337 - Marketing Research Minimum Credits: 3

Free Electives Credits: 27**Total Credits: 120****Fashion Merchandising and Management, B.S.****Coordinator: Dr. Eklou Amendah**

The business of fashion remains impervious to the economic environment. Fashion in the US is a multi-billion dollar industry. Despite economic shifts, people still buy clothing, buyers still choose fashions to sell, and retailers and contract manufacturers still make and sell clothing. Graduates of fashion merchandising management programs must demonstrate the skills, knowledge, and ability required for careers in the field.

The Fashion Merchandising and Management program at Southern New Hampshire University fills a niche in the New England fashion education marketplace. It is one of only seven such programs in New England. It provides a strong combination of business, fashion and experiential learning to students enrolled in the program. Students explore the ever-changing fashion industry by investigating how fashion apparel is developed, marketed and distributed. They learn how technological and organizational changes affect the business of fashion. Through field trips, guest speaker series and internships, students develop a broad perspective about the business of fashion. Upon successfully completing the program students develop an understanding of merchandise planning and operation systems.

Fashion Merchandising and Management Curriculum - Bachelor of Science

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits**Business Core: 24 credits**

Note: Courses INT 113 and QSO 300 are not included in this program's business core.

Required Courses: 27 credits

- FMM 114 - Introduction to Fashion Merchandising Minimum Credits: 3
- FMM 204 - Textiles and Color Theory Minimum Credits: 3
- FMM 208 - History of Fashion and Costume Minimum Credits: 3
- FMM 225 - Merchandise Planning Minimum Credits: 3
- FMM 325 - Sustainability in Fashion Minimum Credits: 3
- FMM 340 - Merchandise Management Strategies Minimum Credits: 3
- FMM 410 - Fashion Research and Forecasting Minimum Credits: 3
- FMM 457 - Strategic Fashion Management Minimum Credits: 3
- FMM 490 - Fashion Merchandising and Management Internship Minimum Credits: 0

Allied Course: 3 credits

- QSO 330 - Introduction to Supply Chain Management Minimum Credits: 3

Fashion Electives: 6 credits

Choose 2 of the following (International):

- FMM 417 - Global Sourcing and Apparel Minimum Credits: 3
- MKT 322 - International Retailing Minimum Credits: 3

or

Choose 2 of the following (Consumer Promotion):

- MKT 230 - Retail Sales Promotion Minimum Credits: 3
- MKT 231 - Visual Merchandising Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3

or

Choose 2 of the following (Retail):

- MKT 222 - Principles of Retailing Minimum Credits: 3
- MKT 442 - Retail Management Minimum Credits: 3
- MKT 228 - Technology in Fashion and Retailing Minimum Credits: 3

Free Electives Credits: 15 Credits

Total Credits: 120 Credits

Fashion Merchandising, A.S.

Program Coordinator: Dr. Eklou Amendah

Also offered Online and at the following Continuing Education Centers: Nashua, Salem, Portsmouth, and Brunswick, Maine.

The Associate Degree in Fashion Merchandising offers students a concentrated course of study that prepares them for entry-level positions in soft goods retailing or wholesaling in the fashion industry. Many students choose careers in the merchandising or operations departments of specialty, department and discount stores. Others opt for positions in manufacturers' showrooms or as sales representatives.

Fashion Merchandising students are required to participate in an internship that will combine valuable practical experience with theories learned in the classroom.

Since many of our two-year degree recipients stay on to complete four-year degree programs, the transition between the two-year Fashion Merchandising Program and its closely related four-year counterpart, the Retailing Program, is a smooth one. Students anticipating transfer to a four-year degree program should consult with their advisors regarding the most effective choices of free electives.

It also is possible for students to complement Fashion Merchandising courses with other majors, such as Marketing or Communications. Such pursuits are limited only by students' needs, interests and creativity.

Major Courses: 54 credits

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- ECO 201 - Microeconomics Minimum Credits: 3
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- FMM 101 - Basic Design and Color Theory Minimum Credits: 3
or
- GRA 101 - Basic Design and Color Theory Minimum Credits: 3
- FMM 114 - Introduction to Fashion Merchandising Minimum Credits: 3
- FMM 204 - Textiles and Color Theory Minimum Credits: 3
- FMM 225 - Merchandise Planning Minimum Credits: 3
- IT 100 - Introduction to Information Technology Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- MKT 222 - Principles of Retailing Minimum Credits: 3
- MKT 230 - Retail Sales Promotion Minimum Credits: 3
- MKT 270 - Professional Selling Minimum Credits: 3
- OL 125 - Human Relations in Administration Minimum Credits: 3
- PSY 108 - Introduction to Psychology Minimum Credits: 3
- FMK 290 - Fashion Merchandising Internship Minimum Credits: 0

Select one of the following:

- MAT 130 - Applied Finite Mathematics Minimum Credits: 3
- MAT 140 - Precalculus Minimum Credits: 3
- MAT 210 - Calculus I Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3

Free Elective Credits: 6**Total Credits: 60****Note(s):**

Students enrolled on-campus will take an additional 1 credit course: SNHU 101 - SNHU Experience: Transition to College .

** FMK 290 Fashion Merchandising Internship may be taken during the summer between the first and second year or during the first semester of the second year.*

Marketing, A.S.

Department Chair: Dr. Andy Lynch

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

The Associate degree in marketing provides students with a basic knowledge of the various aspects of the marketing discipline and augments it with additional knowledge in other business and liberal arts areas.

This program is designed for students seeking entry-level positions in the marketing field. Courses required in the associate program also meet the requirements of the bachelor's degree program in marketing should students wish to pursue a Bachelor of Science degree later.

Major Courses: 51 credits

- ACC 201 - Financial Accounting Minimum Credits: 3
- ACC 202 - Managerial Accounting Minimum Credits: 3
- ECO 201 - Microeconomics Minimum Credits: 3
- ECO 202 - Macroeconomics Minimum Credits: 3
- ENG 120 - College Composition I Minimum Credits: 3
- ENG 200 - Sophomore Seminar Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- MKT 113 - Introduction to Marketing Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- MKT - Choose five (5) courses with MKT prefix

Select one of the following:

General Education core - Social and Behavioral Sciences (ESBS)

Select one of the following:

General Education core - Humanities and Fine Arts (EFAH)

Select one of the following:

General Education core - Science, Technology, and Mathematics (ESTM)

Free Electives Credits: 9

Total Credits: 60

Note(s):

Students enrolled on-campus will take an additional 1 credit course: SNHU 101 - SNHU Experience: Transition to College .

Marketing, B.S.

Department Chair: Dr. Andy Lynch

The marketing field encompasses activities related to: identifying needs of prospective customers, selecting a target market, designing a product, packaging, pricing, advertising, selling, distributing, and servicing products in both domestic and international markets. It is the driving force in business. Therefore, the degree to which companies are able to do it well and respond to customer needs and wants largely determines their success. Southern New Hampshire University's Marketing Program integrates theory and application. Marketing majors also study general management, finance, organizational behavior, information technology and selected liberal arts courses, ensuring that students learn the tenets of marketing in concert with those disciplines. Domestic and international marketing internships and study abroad programs allow Marketing majors additional opportunities to link marketing theory with practice. Students will also formulate an

ePortfolio and a career portfolio which are included in the coursework of the marketing curriculum.

Career Outlook

The Marketing Program at Southern New Hampshire University prepares graduates to work in various areas of the marketing field including retail management, professional sales, advertising, media planning, research, distribution, product/brand management, marketing research and customer relations, social media marketing, e-commerce, digital marketing and marketing management. Marketing positions exist in a wide variety of corporate settings, including multinational corporations, independently owned local businesses and non profit organizations.

Marketing Curriculum - Bachelor of Science

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits**Business Core: 30 credits****Major Courses: 30 credits**

- MKT 337 - Marketing Research Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- MKT 432 - Strategic Marketing Planning Minimum Credits: 3
- MKT 433 - Multinational Marketing Minimum Credits: 3
- or*
- INT 433 - Multinational Marketing Minimum Credits: 3
- Choose any six (6) courses with MKT prefix, ADV 263 , ADV 340 , QSO 330 or ADV/MKT/FMK/RET Internships

Note(s):

If choosing the concentration, choose any three (3) courses with MKT prefix, ADV 263 , ADV 340 , QSO 330 or ADV/MKT/FMK/RET Internships.

Social Media Marketing Concentration

Only offered Online and at the following Continuing Education Centers: Nashua, Salem, Portsmouth, and Brunswick, Maine.

NOTE: COCE students choosing the Social Media Marketing Concentration will only take 9 credits of Marketing electives.

- COM 310 - Social Media Minimum Credits: 3
- or*
- MKT 229 - Principles of Integrated Marketing Communications Minimum Credits: 3
- MKT 355 - Social Media Marketing Strategy Minimum Credits: 3
- MKT 455 - Social Media Marketing Campaigns Minimum Credits: 3

Elective Credits: 15**Total Credits: 120**

Retailing, B.S.

Retailing, a key process in the marketing of goods and services, is one of the largest employment sectors in the US and global economies. A growing, fast-changing industry, retailing spans multiple aspects of the marketing discipline and at the same time demands skills in every other business discipline as well. The SNHU B.S. in Retailing is a multidisciplinary degree program which provides students with a core of critical retailing skills and information, the flexibility of focusing on a student's specific business interests in the area through its many tracks, and practical field experience through a required internship. It reflects the global dimensions of the industry, while concurrently supporting the specific business skills demanded of retail professionals.

Retailing Curriculum - Bachelor of Science

General Education Program: 45 credits

Business Core: 24 credits

Note: The courses INT 113 and QSO 300 are not included in this program's business core.

Major Courses: 27 credits

- FMM 114 - Introduction to Fashion Merchandising Minimum Credits: 3
- MKT 222 - Principles of Retailing Minimum Credits: 3
- MKT 322 - International Retailing Minimum Credits: 3
- MKT 442 - Retail Management Minimum Credits: 3
- MKT 469 - Emerging Trends in Retailing Minimum Credits: 3
- MKT 490 - Marketing Internship Minimum Credits: 0

Choose three of the following:

- OL 317 - Small Business Management Minimum Credits: 3
- OL 320 - Entrepreneurship Minimum Credits: 3
- MKT 230 - Retail Sales Promotion Minimum Credits: 3
- MKT 320 - Sales Management Minimum Credits: 3
- MKT 345 - Consumer Behavior Minimum Credits: 3
- QSO 300 - Introduction to Operations Management Minimum Credits: 3

Allied Courses: 6 credits

- FMM 225 - Merchandise Planning Minimum Credits: 3
- QSO 330 - Introduction to Supply Chain Management Minimum Credits: 3

Free Electives Credits: 18

Total Credits: 120

Mathematics

Applied Mathematics Minor

Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

The Applied Mathematics Minor at SNHU is devoted to learning and understanding the mathematical methods and reasoning involved in solving real-world problems, including problems in business, the social sciences and the natural sciences.

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Required Courses

- MAT 210 - Calculus I Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- MAT 350 - Applied Linear Algebra Minimum Credits: 3

Select two of the following:

- MAT 211 - Calculus II Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 260 - Cryptology Minimum Credits: 3
- MAT 300 - Regression Analysis Minimum Credits: 3
- MAT 330 - Differential Equations Minimum Credits: 3
- MAT 380 - Error-correcting Codes Minimum Credits: 3

Note(s):

AP credit for MAT 210, MAT 211, or MAT 240 may count towards the Applied Mathematics Minor.

Mathematics Minor

Residency for Minors

At least 3 courses (9 credits) must be completed at SNHU to earn a minor from the university.

The Mathematics Minor at SNHU is devoted to learning and understanding computational problems in calculus as well as proof and problem solving in pure mathematics. The Mathematics Minor has the following learning outcomes:

- Demonstrate the capacity to solve computational problems in calculus.
- Demonstrate the capacity to write proofs and problem solve in pure mathematics.

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Required Courses

- MAT 210 - Calculus I Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3

Select three of the following:

at least one of which must be MAT 315 or MAT 370 .

- MAT 135 - The Heart of Mathematics Minimum Credits: 3
- MAT 211 - Calculus II Minimum Credits: 3
- MAT 230 - Discrete Mathematics Minimum Credits: 3
- MAT 310 - Number Theory Minimum Credits: 3
- MAT 315 - Abstract Algebra Minimum Credits: 3
- MAT 361 - Geometry for Teachers Minimum Credits: 3
- MAT 370 - Real Analysis Minimum Credits: 3
- MAT 380 - Error-correcting Codes Minimum Credits: 3
- MAT 460 - Topology Minimum Credits: 3
- MAT 480 - Independent Study Minimum Credits: 3

Mathematics, B.A.

Coordinator: Dr. Susan D'Agostino

The Mathematics major at Southern New Hampshire University fosters an appreciation for the significant role mathematics has played in society from early times through the modern technological age. In particular, students pursuing the Mathematics major will develop an advanced ability in mathematical methods, reasoning and problem solving in three main areas of math: analysis, algebra and statistics. Students pursuing the Mathematics major also elect three courses based on their particular interests in math, including mathematics education pure mathematics or applied mathematics. An SNHU graduate with a Mathematics major is prepared for a broad range of careers in quantitative fields including, but not limited to, business, education and government agencies. In addition, the SNHU mathematics major will serve as strong preparation for students interested in pursuing graduate studies in quantitative fields.

Mathematics Curriculum - Bachelor of Arts

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

Note: Mathematics Majors must take MAT 240 as part of General Education Program.

SAS required courses: 9 credits

- PHL 214 - Formal Logic Minimum Credits: 3
- GEO 200 - World Geography Minimum Credits: 3

Choose one of the following:

- COM 341 - Technical Writing Minimum Credits: 3
- ENG 330 - Nonfiction Writing Workshop Minimum Credits: 3

Required Courses: 33 credits

- MAT 210 - Calculus I Minimum Credits: 3
- MAT 211 - Calculus II Minimum Credits: 3
- MAT 299 - Mathematical Proof and Problem Solving Minimum Credits: 3
- MAT 315 - Abstract Algebra Minimum Credits: 3
- MAT 330 - Differential Equations Minimum Credits: 3
- MAT 350 - Applied Linear Algebra Minimum Credits: 3
- MAT 370 - Real Analysis Minimum Credits: 3

Select four of the following:

Any 200-, 300- or 400-level mathematics class **excluding**: MAT 206 , MAT 360 , MAT 362 , MAT 440 , MAT 490 , MAT 495 and any math courses already required as part of the mathematics major.

Note(s):

AP, IB or transfer credit for MAT 210 , MAT 211 , or MAT 240 may count towards the Mathematics Major.

Free Electives Credits: 33**Total Credits: 120**

Psychology

Psychology, B.A. (with Concentration options)

We at Southern New Hampshire University believe students learn best when they are given the opportunity to engage in professional life while they learn. Our students apply their knowledge to case studies, group projects, community service, internships, and research activities. They initiate their own scholarly pursuits and present at professional conferences. These experiences allow students to explore different aspects of the broad field of psychology early in their program studies, with opportunities beginning in the first year. The Psychology program at Southern New Hampshire University is a four-year program designed to offer students a solid foundation in the content, methods and processes of psychology. Psychology majors may pursue graduate studies or enter careers that emphasize mental health, interpersonal relations and human resource management.

Psychology Curriculum - Bachelor of Arts

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Psychology majors may choose to focus on a specific area of psychology. Students must take a minimum of 12 credits in the concentration.

General Education Program: 45 credits

Note: Students must take MAT 240 as a General Education Requirement

SAS required courses: 9 credits

- BIO 210 - Introduction to Anatomy and Physiology Minimum Credits: 3

Choose two of the following:

- JUS 101 - Introduction to Criminal Justice Minimum Credits: 3
- JUS 325 - Law, Justice and Family Minimum Credits: 3
- JUS 468 - Crimes Against Children Minimum Credits: 3
- JUS 485 - Forensic Law Minimum Credits: 3
- POL 210 - American Politics Minimum Credits: 3
- POL 306 - The American Legal Tradition Minimum Credits: 3
- SCI 215 - Contemporary Health Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 317 - Sociology of the Family Minimum Credits: 3
- SOC 320 - Sociology of Gender Minimum Credits: 3
- SOC 326 - Sociology of Deviant Behavior Minimum Credits: 3
- SOC 328 - Sociology of Aging Minimum Credits: 3

Major Courses: 36 credits

- PSY 108 - Introduction to Psychology Minimum Credits: 3
- PSY 223 - Research I: Statistics for Psychology Minimum Credits: 3
- PSY 224 - Research II: Scientific Investigations Minimum Credits: 3
- PSY 444 - Senior Seminar in Psychology Minimum Credits: 3

Content Areas

Choose four:

- PSY 211 - Lifespan Development Minimum Credits: 3
- PSY 215 - Psychology of Abnormal Behavior Minimum Credits: 3
- PSY 216 - Psychology of Personality Minimum Credits: 3
- PSY 257 - Social Psychology Minimum Credits: 3
- PSY 300 - Biopsychology Minimum Credits: 3
- PSY 305 - Cognitive Psychology Minimum Credits: 3

Psychology electives

Choose four (4) 200/300 level PSY electives

or

Choose one (1) concentration

Child and Adolescent Development Concentration

Psychology majors with a concentration in Child and Adolescent Development learn about how individuals gain skills and knowledge, progress socially, and grow physically from birth to adolescence. With the concentration, students gain the knowledge and skills necessary to work with infants, children and adolescents in a variety of settings and/or continue to graduate school.

The following courses are required in place of the psychology electives:

- PSY 314 - Disorders of Childhood and Adolescence Minimum Credits: 3
- PSY 321 - Issues in Childhood Development Minimum Credits: 3

- PSY 322 - Issues in Adolescent Development Minimum Credits: 3

Choose one of the following:

- PSY 201 - Educational Psychology Minimum Credits: 3
- PSY 230 - Psychology of Individual Differences and Special Needs Minimum Credits: 3
- PSY 291 - Experiential Learning Minimum Credits: 3
- PSY 315 - Counseling Process and Techniques Minimum Credits: 3
- PSY 319 - Social Development: Child and Adolescent Minimum Credits: 3
- PSY 335 - Assessment and Testing Minimum Credits: 3
- PSY 443 - Psychology Internship Minimum Credits: 3
- PSY 480 - Independent Study Minimum Credits: 3

Forensic Psychology Concentration

Forensic Psychologists work at the intersection between psychology and law. The Forensic Psychology concentration challenges students to apply their research skills, psychological knowledge, and critical thinking abilities to a variety of issues facing the legal system. Students who concentrate in this area study subjects such as:

- how psychologists serve as expert witnesses and advisors in courts
- motives and patterns of criminal behavior
- definitions for insanity
- treatment, rehabilitation and assessments used in corrections and in private practice
- eyewitness memory
- criminal profiling

The following two courses should be taken in place of the psychology electives:

- PSY 205 - Forensic Psychology Minimum Credits: 3
- PSY 310 - Criminal Psychology Minimum Credits: 3

Select two of the following courses:

- PSY 257 - Social Psychology Minimum Credits: 3
- PSY 315 - Counseling Process and Techniques Minimum Credits: 3
- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3

Mental Health Concentration

Students selecting a concentration in Mental Health can be in the field as early as their freshman year gaining experience and augmenting their classroom learning. Students in this concentration will work closely with advisors.

The following four courses should be taken in place of the psychology electives.

- PSY 291 - Experiential Learning Minimum Credits: 3
- PSY 315 - Counseling Process and Techniques Minimum Credits: 3
- PSY 335 - Assessment and Testing Minimum Credits: 3
- PSY 443 - Psychology Internship Minimum Credits: 3 (3-12 credits)

Free Electives Credits: 30**Total Credits: 120**

Quantitative Studies, Operations and Project Management

Operations and Project Management, B.S.

Operations Management is the planning and execution of operations (routine work) in the service and manufacturing worlds, including demand forecasting, production planning, inventory control, quality management, and supply chain collaboration. Project Management is the planning and execution of projects (non-routine work) in the service and business worlds, including project initiating, project planning, project executing, project monitoring and controlling, and project closing. Efficient management of operations and projects is of utmost importance for both the success and survival of a firm. This program is designed for students interested in the production of goods and services and the application of quantitative methods to solve business problems. The program also serves students interested in planning and executing a variety of projects in service and manufacturing firms. The program helps students to pursue careers such as Operations Analyst/Manager, Project Analyst/Coordinator/Manager, Supply Chain Analyst/Manager, Production Planner, Logistics Engineer, Distribution Analyst/Manager, Purchasing Analyst/Manager, Inventory Control Analyst/Manager, Quality Analyst/Manager, Plant Manager, Warehouse Manager, Materials Manager, and Master Scheduler.

Operations and Project Management Curriculum - Bachelor of Science

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

The General Education Program

Business Core: 30 credits

The Business Core

Major Courses: 30 credits

- QSO 310 - Intro to Management of Service Operations Minimum Credits: 3
- QSO 320 - Introduction to Management Science Minimum Credits: 3
- QSO 330 - Introduction to Supply Chain Management Minimum Credits: 3
- QSO 340 - Introduction to Project Management Minimum Credits: 3
- QSO 360 - Introduction to Six Sigma Quality Minimum Credits: 3
- QSO 440 - Topics in Project Management Minimum Credits: 3
- OL 215 - Principles of Management Minimum Credits: 3

Choose any three (3) from the following:

- ECO 301 - Managerial Economics Minimum Credits: 3
- IT 467 - Digital Commerce and eBusiness Minimum Credits: 3
- MAT 210 - Calculus I Minimum Credits: 3
- MAT 300 - Regression Analysis Minimum Credits: 3
- QSO 345 - Project Management for CAPM® Certification Minimum Credits: 3
- QSO 490 - Quantitative Studies Internship Minimum Credits: 3

Note: Students may use only 3 credits of QSO-490 towards the program

Free Electives Credits: 15

Total Credits: 120

Social Sciences

Sociology, B.A.

Chair: Dr. Francis Catano

GO MAKE AN IMPACT

Sociology is the scientific study of social life and the causes and consequences of human behavior, social groups, and societies. The term social life encompasses all interpersonal relationships, all groups, all types of social organizations, and all human culture; past and present. We want our majors to experience Sociology. Our emphasis is on professional practices as well as scholarship, with a career orientation and experiential learning approach. We provide first-person experiences in analyzing and dealing with processes, problems and institutions of society. **In a world of globalization and cultural diversity, Sociology is of increased practical importance in many career paths.** Partnering with community organizations, the Sociology major emphasizes a hands-on approach to learning.

Graduates of our program seek employment in social services and counseling, management and administrative support, teaching, research, sales, marketing, public relations, criminal justice positions, and many other fields. Our program also prepares students to continue their education to obtain a graduate degree in Sociology or in other areas: for example, entrance into law school or a MBA program.

Sociology Curriculum - Bachelor of Arts

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

The General Education Program

SAS required courses: 9 credits

- HIS 301 - World History and Culture Minimum Credits: 3
- PSY 305 - Cognitive Psychology Minimum Credits: 3
- PHL 230 - Religions of the World Minimum Credits: 3

Required Courses: 36 credits

- GEO 200 - World Geography Minimum Credits: 3
- *(GEO 200 will fulfill a requirement of the general education program and thus is not counted as credit in the major.)*
- SOC 112 - Introduction to Sociology Minimum Credits: 3
- SOC 213 - Sociology of Social Problems Minimum Credits: 3
- SOC 325 - Sociological Perspectives Minimum Credits: 3
- ATH 111 - Introduction to Cultural Anthropology Minimum Credits: 3
- *(ATH 111 will fulfill a requirement of the general education program and thus is not counted as credit in the major.)*

- SCS 224 - Social Science Research Methods Minimum Credits: 3
- MAT 240 - Applied Statistics Minimum Credits: 3
- (MAT 240 will fulfill a requirement of the general education program and thus is not counted as credit in the major.)
- SCS 444 - Capstone Colloquium Minimum Credits: 3

Select either five or six of the following:

(based upon whether one takes SOC 490 once or twice)

- SOC 317 - Sociology of the Family Minimum Credits: 3
- SOC 318 - Sustainable Communities Minimum Credits: 3
- SOC 320 - Sociology of Gender Minimum Credits: 3
- SOC 324 - Sociology of Crime and Violence Minimum Credits: 3
- SOC 326 - Sociology of Deviant Behavior Minimum Credits: 3
- SOC 328 - Sociology of Aging Minimum Credits: 3
- SOC 330 - Sociology of Minority Relations Minimum Credits: 3
- SOC 333 - Sport and Society Minimum Credits: 3
- SOC 335 - Technology and Society Minimum Credits: 3
- SOC 350 - G.R.E.E.D. Minimum Credits: 3
- SCS 300 - The Human Condition: Environment/You Minimum Credits: 3

Choose one of the following:

- SOC 291 - Experiential Learning Minimum Credits: 3
- SOC 490 - Community Sociology Internship Minimum Credits: 3 **

Note(s):

** Students may take SOC 490 twice for a total of six internship credits to be counted toward the major.

Free Electives Credits: 30

Total Credits: 120

Sport Management

Sport Management, B.S.

The growth of sports as a major industry has increased the need and opportunities for well-trained professional managers. A well-rounded business education with a focus on sport management skills is essential in this rapidly growing field.

The mission of Southern New Hampshire University's Sport Management program is to deliver an innovative educational experience grounded in relevant theory and practice that enables students to be successful leaders in the global sport industry. Students couple ten specialized courses in sport management with a strong mix of business and liberal arts courses. Students will have an opportunity to gain practical experience through field experiences with a variety of sport, fitness and recreational industries.

The Sport Management programs have Program Approval from the North American Association of Sport Management & the

National Association of Physical Education for both the Undergraduate and Graduate degrees; and are in the Candidacy Process for accreditation with the Commission of Sport Management Accreditation. Through the national program accreditation the requirements of the major in Sport Management include extensive field experience(s) totaling a minimum of 300 hours. Therefore, students majoring in Sport Management are required to complete SPT 491 which has a minimum GPA requirement of 2.5. Any student with a minor or concentration in Sport Management is encouraged to complete field experience(s) which also have a minimum GPA requirement of 2.5. In order to facilitate this and to ensure that all students are eligible and prepared for their field experience, any student with a Sport Management major, minor or concentration must receive a minimum of a "C" in all required Sport Management courses. Similarly, all students wishing to change their major to Sport Management must complete a brief application process to ensure their understanding of the field experience requirement in the program.

Sport Management Curriculum - Bachelor of Science

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

General Education Program: 45 credits

The General Education Program

Business Core: 30 credits

The Business Core

Note: SPT 465 replaces INT 113 in the School of Business Core for all BS Sport Management Students.

Major Courses: 30 credits

Students completing a Sport Management major must earn a minimum of a "C" grade in all required program courses (including Sport Management Core and electives).

- SPT 111 - Introduction to Sport Management Minimum Credits: 3
- SPT 201 - Governance/Management of Sport Organizations Minimum Credits: 3
- SPT 208 - Sport Marketing Minimum Credits: 3
- SPT 333 - Sport, Society, and Ethics Minimum Credits: 3
- SPT 461 - Seminar in Sport Management Minimum Credits: 3
- SPT 491 - Sport Management Internship Minimum Credits: 3
- *NOTE: UC students take 6 credits of SPT 491. COCE students take SPT 491 and SPT 492 at 3 credits each.*

Choose one (1) of the following:

- SPT 307 - Sport Law Minimum Credits: 3
- SPT 401 - Sport Facilities Management Minimum Credits: 3
- SPT 402 - Sport Revenue Minimum Credits: 3

Choose two (2) of the following Electives (not previously taken):

- SPT 307 - Sport Law Minimum Credits: 3
- SPT 310 - Sport Sponsorship Minimum Credits: 3
- SPT 319 - Sport Sales and Promotions Minimum Credits: 3
- SPT 320 - Media/Public Relations in Sport Minimum Credits: 3
- SPT 321 - Fitness Management Minimum Credits: 3
- SPT 323 - Golf Club Management Minimum Credits: 3
- SPT 340 - Practicum in Sport Management Minimum Credits: 3
- SPT 375 - Economics of Professional Sports in the U.S. Minimum Credits: 3
- SPT 401 - Sport Facilities Management Minimum Credits: 3
- SPT 402 - Sport Revenue Minimum Credits: 3

- SPT 415 - Event Management and Marketing Minimum Credits: 6
- SPT 425 - Sport Licensing/Strategic Alliances Minimum Credits: 3
- SPT 430 - Front Office Management Minimum Credits: 3

Free Electives Credits: 15

Total Credits: 120

SNHU Course Inventory

Course Numbering Key

000 - 101	Developmental
102 - 499	Undergraduate
500 - 799	Graduate (Masters)
800+	Graduate (Doctoral)

NOTE: Courses are offered in both the University College [UC] and the College of Online and Continuing Education [COCE] unless otherwise indicated in the course detail.

General Education Course Code

Students may view the General Education course codes via a search using the Keyword or Phrase filter below.

Academic Skills

SNHU 100 - Pro Seminar

This course is for continuing education students re-entering the educational system. Topics covered in this seminar include self-knowledge, establishing personal goals, developing effective study skills, and practice in communications skills. Offered only in the Division of Continuing Education. Offered as needed.

Minimum Credits: 3

SNHU 101 - SNHU Experience: Transition to College

Transition to College will help you make the most successful, least stressful transition to college life possible. This is the first in a 3-course sequence (SNHU-101, 303, 404) designed to support your academic, personal, and professional development. The goal of class discussions and outside work for SNHU-101 will be to help you develop and refine the knowledge and skills you will need to manage and get the most out of the academic and personal opportunities ahead of you. Remember that these opportunities may be challenging, but challenges allow us all to grow and change.

Minimum Credits: 1

SNHU 101H - Honors First Year Seminar Foundation in Critical Thinking

Minimum Credits: 1

SNHU 107 - Success Strategies for Online Learning

This course focuses on student success strategies for students who are new to higher education or online learning. Skill areas include academic research and writing, effective communication in an online environment, critical thinking, self-advocacy and support services, community learning and group collaboration, and the empowerment of students to utilize their strengths in order to improve the likelihood of academic success.

Minimum Credits: 3

SNHU 202 - SNHU Experience: Transition to SNHU

SNHU 202: Transition to SNHU will help you make the most successful, least stressful transition possible. This is a course in the 3-credit SNHU Experience sequence (SNHU-101/202, 303, 404) designed to support your academic, personal, and professional development. The goal of class discussions and outside work for SNHU-202 will be to help you develop and refine the knowledge and skills you will need to manage and get the most out of the academic and personal opportunities, as well as integrate them with your previous and future academic and personal experiences. Remember that these opportunities may be challenging, but challenges allow us all to grow and change.

Minimum Credits: 1

SNHU 303 - SNHU Experience: Life after SNHU

This is the second general education course of a three-course sequence (SNHU 101/202, 303, 404). The course will build upon the SNHU 101 experience focusing students on preparing for their post collegiate life. Topics include: Goal setting, career and graduate school exploration, resume and cover letter writing, interviewing techniques, and topics of personal finance.

Prerequisite(s): SNHU 101 or SNHU 202 and 60 credits or permission of general education coordinator

Minimum Credits: 1

SNHU 400 - Pre-Internship Seminar

Minimum Credits: 0

SNHU 401 - Pre-Internship Sem/Malaysia

Minimum Credits: 0

SNHU 404 - SNHU Exp: Gen Ed Capstone

This capstone course enables all SNHU learners to apply and reflect upon their general education experiences. This process culminates with the presentation of a professional portfolio that highlights and demonstrates their academic, personal and professional development throughout the SNHU Course series.

Minimum Credits: 1

SNHU 405 - SNHU Exp: Gen Ed Capstone Abroad

This capstone course focuses students on preparing for their post collegiate life. Topics include: goal setting, career and graduate school exploration, resume and cover letter writing, interviewing techniques, topics of personal finance, lifelong learning opportunities and reflection on their general education experiences. This process culminates with the presentation of professional and personal development e-portfolios that highlight and demonstrate their academic, personal, and professional development throughout their SNHU experience. For students enrolled at SNHU international sites.

Minimum Credits: 3

SNHU 490 - General Education Internship

SNHU 490 is a credit-bearing internship for students who have already taken two courses in their General Education cluster and choose to complete their third course in their cluster as an approved General Education Internship. Students - after completing the Pre-Internship Seminar on BlackBoard – will work with the Career Development Center (CDC) to secure an internship and will then work with an assigned internship advisor to establish related academic requirements and specific assignments. The Internship, as well as the related academic component, will allow students to apply knowledge from their General Education cluster to real-world experience as well as reflect on how such real-world experience integrates back into the classroom.

Minimum Credits: 3

Accounting

ACC 201 - Financial Accounting

Financial Accounting establishes the rules and regulations for preparing accounting information used by internal and external sources to evaluate the financial health of an organization. This course will develop the student's ability to interpret financial accounting information, to communicate this information and to understand the accounting system that produces this information.

Minimum Credits: 3

ACC 202 - Managerial Accounting

Managerial Accounting will explore the financial impact of alternative business decisions and the financial benefits of new business practices. After completing this course, the student will understand how accounting and other productivity information can be used to assess the past and improve the future performance of a business by giving managers essential information they need to make more informed decisions.

Prerequisite(s): ACC 101 or ACC 210 or ACC 201

Minimum Credits: 3

ACC 207 - Cost Accounting

This course examines the accounting concepts and practices used in the recording, classifying and reporting of cost data. An analysis is made of the behavior of costs and its use to management in the planning and control process. Budgeting, standard cost, job order and process are examined, along with special problems in cost accounting.

Prerequisite(s): ACC 102 or ACC 214 or ACC 202

Minimum Credits: 3

ACC 307 - Intermediate Accounting I

This is the first of three courses in intermediate accounting. These courses are designed to extend a student's knowledge of financial accounting practices. The first course focuses on understanding the theoretical framework that provides the foundations for the development of various accounting standards, regulations and practices. This followed by a review of the accounting cycle, including adjusting, correcting, reversing, and closing entries. Students will learn how to prepare accurate and complex financial statements including required disclosures that must accompany an organization's income statement, balance sheet and statement of cash flows; and how time value of money impacts the recording of various transactions. The course concludes with a presentation of techniques to analyze income measurement and profitability analysis.

Prerequisite(s): ACC 102 or ACC 214 or ACC 202

Minimum Credits: 3

ACC 308 - Intermediate Accounting II

This is the second of three courses in intermediate accounting. These courses are designed to extend a student's knowledge of financial accounting practices. The second course focuses on an improved understanding of a company's assets and begins a discussion of liabilities. Students will study the recording and disclosure requirements for cash and receivables, inventories, long-lived operational assets and investments, which also serve as financial instruments for an organization. The course concludes with a presentation of recording and disclosure requirements for current and long-term liabilities. Integrated within this course will be exposure to CPA simulation questions and the use of the FARS database for conducting accounting research.

Prerequisite(s): ACC 203 or ACC 307

Minimum Credits: 3

ACC 309 - Intermediate Accounting III

This is the last of three courses in intermediate accounting. These courses are designed to extend a student's knowledge of financial accounting practices. Students will study the reporting and disclosure requirements for more complex accounting topics that would include leases, accounting for income taxes and pensions, and shareholders' equity, including share-based compensation and various earnings per share (EPS) computations. Other financial reporting issues discussed include accounting changes and error corrections as well as the presentation of requirements for partnership accounting issues. Integrated within this course will be exposure to CPA simulation questions and the use of the FARS database for conducting accounting research.

Prerequisite(s): ACC 308

Minimum Credits: 3

ACC 312 - International Managerial Accounting

The study of foreign currencies and exchange risk management, global organization and control, planning and performance evaluation in multinational enterprises, multinational taxation, global financial statement analysis, and transparency and disclosure in global environment to gain an appreciation and understanding of international managerial accounting. The above studies will relate to international accounting and reporting considerations, standards, and responsibilities. Global marker.

Prerequisite(s): ACC 202

Minimum Credits: 3

ACC 315 - Accounting Systems Applications

This course introduces the student to various commercial accounting software application programs. The student will have hands-on experience with actual computer preparation of accounting transactions using accounting software in general ledger, financial statement preparation, accounts receivable, accounts payable, cost control and allocation and budgeting. It is assumed that students have a basic working knowledge of personal computers. Programming knowledge is not necessary.

Prerequisite(s): ACC 207 and CIS 100 or IT 100

Minimum Credits: 3

ACC 322 - Governmental and Non-Profit Accounting

This course covers the accounting principles and procedures applicable to governmental and nonprofit institutions.

Prerequisite(s): ACC 203 or ACC 307

Minimum Credits: 3

ACC 330 - Federal Taxation I

A detailed presentation is made of the theory and practice applicable to the preparation of federal income tax returns for individuals.

Prerequisite(s): ACC 102 or ACC 202

Minimum Credits: 3

ACC 331 - Federal Taxation II

A detailed presentation is made of the theory and practice applicable to the preparation of federal income tax returns for S corporations, C corporations and partnerships.

Prerequisite(s): ACC 330 or ACC 415

Minimum Credits: 3

ACC 335 - Tax Factors for Business Decisions

This course focuses on tax basics that apply to all forms of business organizations. It stresses the importance of tax concepts within the framework of financial reporting and emphasizes differences between tax and financial accounting theory and electronic applications in the tax area. The course covers general concepts, underlying policies, a comparison of tax rules to

GAAP, basic compliance obligations, the role of the tax advisor and current tax issues. The Internal Revenue Code, comprehensive research matters of tax law, the computer online service research will be explored.

Prerequisite(s): ACC 102 or ACC 202 or ACC 214

Minimum Credits: 3

ACC 340 - Controllership

This course examines the accounting and interpersonal skills necessary to manage an efficient accounting department. These skills include processing accounting transactions, preparing financial statements, recommending improvement in financial operating policies, and monitoring the financial activities in other departments. Basic areas of subject coverage include cash management, inventory valuation, operating budgeting, taxes, insurance, and capital budgeting. Also included will be the use of electronic spreadsheets for financial analysis, client-server computing applications, target costing, disaster recovery planning, activity based costing, outsourcing, and managing in a growth environment.

Prerequisite(s): ACC 307

Minimum Credits: 3

ACC 345 - Financial Statement Analysis/ Business Valuation

Accountants and other business professionals are often called upon to evaluate the financial health and market value of their company and of other companies under consideration for acquisition. This course presents theory, tools and techniques that are later applied to the actual analysis of a publicly traded company, as well as an introduction to fundamental valuation techniques. It will extend prior analysis to include the computation of free cash flows, the interpretation of notes to financial statements and the integration of information provided in various SEC filings to evaluate a corporation's future prospects. This is a team intensive course.

Prerequisite(s): ACC 307 and FIN 320

Minimum Credits: 3

ACC 350 - Volunteer Income Tax Assistance

The IRS mission, which is to provide America's taxpayers top quality service by helping them understand and meet their responsibilities as well as by applying the tax law with integrity and fairness to all, will be followed in this course. The course will entail becoming certified, by the IRS to work as a volunteer, setting up the Volunteer Income Tax Assistance Program site and then marketing the site to the general public. The certification includes passing an IRS test. The program would include you in the 93 million Americans who each year helps to make our world a better place to live by volunteering. This course will not entail the preparation of any complicated income tax returns; as such it does not require any prior extensive tax knowledge.

Prerequisite(s): ACC 102 or ACC 202

Minimum Credits: 3

ACC 405 - Advanced Accounting

Advanced Accounting includes a comprehensive examination and analysis of the accounting principles and procedures that are applicable to special areas of business. The topics covered are partnerships, consignments, installment sales, branches, business combinations, consolidations, bankruptcy, foreign exchange, and estates and trusts. Particular emphasis is placed on problem solving.

Prerequisite(s): ACC 309

Minimum Credits: 3

ACC 411 - Auditing Principles

This course presents an in-depth examination of audit programs and procedures. It emphasizes the review of internal controls as required during an audit engagement, as well as the considerations pertaining to both clients and auditors.

Prerequisite(s): ACC 204 or ACC 308

Minimum Credits: 3

ACC 421 - Auditing and Forensic Accounting

This course focuses on the investigation, detection, documentation, and prevention of accounting frauds, stock frauds, and employee theft and embezzlement. White-collar crime involving fraud has mushroomed. Much of the responsibility for detecting fraud has been assumed by the accounting profession. Accountants need to learn how to investigate and recognize fraud within an organization and how to implement the latest techniques for controlling it.

Prerequisite(s): ACC 204 or ACC 308

Minimum Credits: 3

ACC 423 - Detection/Prevention Fraudulent Financial Statements

This second course in forensic accounting and fraud examination examines the various types of fraud and its impact on the financial information presented. This course identifies common fraud schemes and scams. Participants in this course will learn how to review, detect and investigate possible financial statement fraud. Various techniques will be used to explore substantive analytical procedures and to assess the risks of financial statement fraud.

Prerequisite(s): ACC 421

Minimum Credits: 3

ACC 425 - Interview Techniques/Legal Aspects Fraud

This third course in forensic accounting and fraud examination will introduce participants to interview principles and techniques. Participants will be exposed to some of the legal aspects pertaining to the identification and prosecution of fraud.

Prerequisite(s): ACC 423

Minimum Credits: 3

ACC 427 - Investigating with Computers

This course focuses on the importance of technology as it relates to modern crime. During the journey of this course, students are presented with topics covering an overview of computer crimes, locations of digital evidence, fundamentals of working with data, an overview of legal aspects of computer crime, and how to present findings at the conclusion of a computer based investigation. Topics include identity theft, the insider threat, locating digital evidence, working with data, legal aspects, and finally presenting investigative findings. Students review case examples of cyber-crime, research relevant current events, and identify best practices when conducting a cyber-investigation.

Minimum Credits: 3

ACC 480 - Independent Study

Independent study allows the student to investigate any accounting subject not incorporated into the curriculum or to do in-depth research in a specialized area of accounting.

Minimum Credits: 3

ACC 490 - Accounting Internship

This program provides an opportunity for a student to work in public, private or governmental accounting in a supervised and structured work experience.

Minimum Credits: 0

Maximum Credits: 12

ACC 491 - Accounting/Finance Cooperative Education

Request for credits made by the Career Development Center and approved by the program coordinator/ department chair, with 3 credits given for 240 hours, 6 credits given for 480 hours and 12 credits given for 960 hours.

Minimum Credits: 0

Maximum Credits: 12

ACC 500 - Managerial Accounting

Students in this course study the accumulation of accounting information. The internal use of accounting for management planning, control and decision-making is emphasized. Background preparation: 6 credit hours of accounting or equivalent.

Prerequisite(s): MBA 503

Minimum Credits: 3

ACC 550 - Cost Accounting

This course provides a comprehensive study of the concepts, procedures, and practices of accounting systems that record, classify, and report cost data. These systems are designed to aid in the cost-effective operation of for-profit and non-profit organizations. This course focuses on cost behaviors, alternative cost systems, and accounting tools for planning and control. Additional topics studied would include relevant cost analysis for management decisions, cost/ revenue allocation methods, inventory management, and transfer pricing.

Prerequisite(s): MBA 503

Minimum Credits: 3

ACC 610 - Financial Reporting I

This course examines financial accounting theories and practices and emphasizes asset and liability, measurement and reporting.

Prerequisite(s): MBA 503

Minimum Credits: 3

ACC 620 - Financial Reporting II

This course is a continuation of ACC 610. Topics include stockholders' equity, income measurement, income taxes, pensions, leases and statements of changes in financial positions.

Prerequisite(s): ACC 610

Minimum Credits: 3

ACC 630 - Financial Reporting III

This course examines such advanced accounting topics as partnerships, consolidations, insolvencies, estates and trusts.

Prerequisite(s): ACC 620

Minimum Credits: 3

ACC 640 - Auditing

This course is a study of the concepts and methods of professional auditing.

Prerequisite(s): ACC 620

Minimum Credits: 3

ACC 645 - Advanced Auditing

This course is designed to introduce the student who is familiar with financial auditing principles to advanced auditing topics including 1) beyond the financial audit, 2) when audits go wrong, and 3) behavioral and ethical concerns for auditors. The course utilizes a combination of case studies, student presentations, and reviews of current auditing research and professional

materials to assist students in increasing their knowledge of auditing. This is a reading intensive course.

Prerequisite(s): ACC 620, ACC 640, and ACC 691

Minimum Credits: 3

ACC 646 - Intro to Forensic Accounting/Fraud Exam

This course will develop the student's understanding of what forensic accounting and fraud examination is and how it pertains to both civil and criminal matters. The student will gain a basic understanding of the characteristics of fraud, fraud prevention and detection, investigative techniques, asset recovery, and the use of information technology in this interesting and growing profession.

Prerequisite(s): ACC 620 and ACC 640; or UG Accounting degree; or 2 years accounting experience in the field

Minimum Credits: 3

ACC 660 - Controllership

This comprehensive course is designed to help financial managers master the technical, financial, accounting and people management skills necessary for the job of a corporate controller.

Prerequisite(s): ACC 550 or ACC 600 and ACC 620

Minimum Credits: 3

ACC 675 - Control/Audit of Accounting Info System

New auditing and quality control standards adopted by the PCAOB and the AICPA require auditors to have adequate technical training and must understand the role information technologies play in the maintenance and effective internal control of financial information. Knowledge of EDP auditing and control is particularly important in complying with Section 404 of Sarbanes-Oxley (SOX), which requires auditors to attest to the standards of internal control and any material weaknesses disclosed by senior management. This course will give auditors the knowledge they need to comply with SOX Section 404 by allowing them to test the process rather than just the product of the financial information system. Select curricular standards set by ISACA will be addressed to assess and to improve auditing and internal control practices.

Prerequisite(s): ACC 620 and ACC 640

Minimum Credits: 3

ACC 680 - International Accounting

This course focuses on accounting in the global marketplace and reviews international accounting standards for financial reporting and introduces and compares taxation and financial and managerial accounting issues in the international environment. NOTE: ACC 680 can be used as an international business elective.

Prerequisite(s): ACC 500

Minimum Credits: 3

ACC 690 - Advanced Topics in Financial Reporting

This course is an examination of advanced topics in accounting, including SEC reporting, corporations in financial difficulty, multinational accounting and additional consolidation reporting issues not covered in Financial Reporting II.

Prerequisite(s): ACC 630

Minimum Credits: 3

ACC 691 - Detection/Prevention of Fraudulent Financial Statements

This second course in forensic accounting and fraud examination examines the various types of fraud and its impact on the financial information presented. The objective of this course is to identify common fraud schemes and scams. Participants in this course will learn how to review, detect, and investigate possible financial statement fraud by addressing such topics as income smoothing, off balance sheet financing, fictitious sales/revenue, and understatement of liabilities, just to name a few.

Various techniques will be used to explore substantive analytical procedures to assess the risks of financial statement fraud.

Prerequisite(s): ACC 646

Minimum Credits: 3

ACC 692 - Interview Techniques/Legal Aspects of Fraud

This third course in forensic accounting and fraud examination will acquaint the participant with interview principles and techniques. Additionally, the participant will be exposed to some of the legal aspects pertaining to the identification and prosecution of fraud.

Prerequisite(s): ACC 691

Minimum Credits: 3

ACC 693 - Investigating with Computers

This fourth course in the Graduate Certificate will provide guidance and knowledge for conducting investigations via machine. The skills of the participant in this course will be strengthened in such areas as identification of the types of public records available to investigate; how to access the public records through databases; navigation of the Internet to find useful material; the use of fraud-related software packages to detect and investigate possible fraudulent activities; and the use of data analysis programs and spreadsheets to detect fraud.

Prerequisite(s): ACC 646, ACC 691, and ACC 692

Minimum Credits: 3

ACC 695 - Seminar in Audit/Information Assurance

This course is designed to deepen your conceptual understanding of the function of auditing and information assurance and provide you with a framework for analyzing contemporary accounting issues.

Prerequisite(s): ACC 645, ACC 689 and ACC 691

Minimum Credits: 3

ACC 696 - Situational Ethics in Accounting

See Dean in COCE for course description

Minimum Credits: 3

ACC 700 - Seminar in Accounting Topics

This is the capstone course for the master of science in accounting program. It surveys topics and controversies in accounting literature to help students appreciate the development and status of generally accepted accounting principles. The course requires a research project and a presentation on issues related to the practical application of accounting principles.

Prerequisite(s): ACC 630 or ACC 640

Minimum Credits: 3

Advertising

ADV 263 - Advertising Copy and Design

This course focuses on the creative end of advertising, including the actual presentation of advertisements. Harmony, consistency and effective use of colors, headlines, subheadlines, borders and amplification of the features, as well as advantages and benefits of the product/service, are emphasized. Students will be familiar with the creative competencies and skills needed in the formulation of effective campaigns in various media.

Minimum Credits: 3

ADV 340 - Advertising Media Planning

This course addresses the connection between media and markets from a quantitative perspective. Students learn to read and understand available statistical tools providing measurement data of media audiences and media usage patterns. The course covers media selection criteria, such as effective reach and frequency, cost per thousand and cost per rating point, weighting, and continuity patterns. Students also become cognizant of the impact of a firm's corporate strategies, particularly the marketing and financial strategies, on media planning. Lastly, the course considers the strategic issues of fragmentation and selectivity as new technology and methods of reaching target markets emerge. Writing intensive course.

Prerequisite(s): MKT 229

Minimum Credits: 3

ADV 428 - Promotional Research & Media Management

This course applies marketing research techniques to the field of promotion. Topics covered include research for promotional campaigns and a survey of the research companies and reports used in evaluating the success of the promotional effort.

Minimum Credits: 3

ADV 429 - Advertising Campaigns

This advanced course in advertising and promotion includes the application of marketing strategies and theories and the development of a complete, multimedia advertising campaign. Aspects covered include gathering primary and secondary marketing research data, establishing an integrated marketing strategy plan, developing creative exhibits in the strategy print and broadcast media and constructing a media traffic plan.

Prerequisite(s): ADV 329 or MKT 229 and COM 230 or COM 331

Minimum Credits: 3

ADV 462 - Advertising Account Executive Seminar

This course focuses on the business, management and sales aspects of the advertising field. Students will learn about the selling and marketing of advertising campaigns and obtain the management skills and competencies that are needed to implement effective advertising planning. Students will be familiar with the roles and responsibilities of executive producers and account executives in sales and management. This is a third-year course in the marketing program.

Minimum Credits: 3

ADV 480 - Independent Study

This course allows students to investigate any advertising subjects not incorporated into the curriculum.

Minimum Credits: 3

ADV 490 - Advertising Internship

This closely supervised on-the-job training combines classroom theory with business experiences. Students spend one semester working in an environment where marketing principles and practices can be learned firsthand.

Minimum Credits: 0

Maximum Credits: 12

Anthropology

ATH 111 - Introduction to Cultural Anthropology

This course is the study of preliterate and changing societies that emphasizes social organization and cultural aspects. Global marker.

Minimum Credits: 3

ATH 111H - Honors Intro to Cultural Anthropology

Minimum Credits: 3

ATH 200 - Native History and Culture

Students enrolled in this course will be exposed to the culture and history of Native America as told in their own voices, including events, spirituality, art, folk-lore, governance and status as separate nations.

Minimum Credits: 3

Biology

BIO 101 - General Biology

Introductory level biology course that includes mammalian cell structure and function, cellular reproduction and physiology, and basic Mendelian genetics. Laboratory exercises (BIO 101L) to follow lecture topics.

Minimum Credits: 3

BIO 101L - General Biology Lab

BIO 101L is a laboratory course, following topics in BIO 101 General Biology. Students will gain hands-on experience and visual reinforcement of concepts, including acid-base dynamics, enzyme action, osmosis and diffusion, cellular reproduction, and use of microscopes.

Minimum Credits: 1

BIO 110 - Introduction to Public Health

Introduction to Public Health provides an overview of factors associated with disease affecting populations. Students will be exposed to the history of public health in the United States, its political and social dimensions, basic epidemiology, and current approaches to issues of public health, including health care and health services.

Minimum Credits: 3

BIO 210 - Introduction to Anatomy and Physiology

Discussion/comparison of the principles of mammalian form and function. Includes molecular and cellular mechanisms of major processes (such as muscle contraction, neural transmission, and signal transduction) and examines the structure and function of the 11 organ systems of the human body. Laboratory exercises (BIO 210L) to follow lecture topics.

Minimum Credits: 3

BIO 210L - Anatomy and Physiology Lab

Anatomy and Physiology Lab is a counterpart to BIO 210, in which students will examine tissues, bones, muscles and the major organ systems. The laboratory is hands-on and will include use of microscopes, visual representation in models, videos and online dissection.

Minimum Credits: 1

BIO 215 - People, Places, and Plagues

This special topics course will explore the social, environmental, and community impacts of communicable disease. Significant pandemic, epidemic, and endemic diseases will be examined, in light of catastrophic outbreaks that have shaped the course of human history. Students will be exposed to the thrilling stories of many people who were involved with these events, as victims, investigators, and scientists. Weekly discussion will revolve around students' perceptions of disease, the future of epidemiological studies, and specific questions about microbes and other disease agents.

Minimum Credits: 3

BIO 312 - Zoology

This course will discuss the anatomy, classification, adaptive physiology, ecology, and evolution of the major phyla of invertebrate and vertebrate animals. Virtual lab exercises and demonstrations will be used to support lecture material.

Minimum Credits: 3

BIO 315 - Ecological Principles and Field Methods

This course introduces students to the principles of ecology and practical methods used in the field. Students will explore theoretical topics in the ecological systems including the level of the population, community and ecosystem; energy flow and biogeochemical cycles; and the concept of sustainability. Students will read literature and conduct research projects in the field and will use critical thinking to evaluate research, design studies, present findings and debate on the issues.

Prerequisite(s): ENV 101, ENV 219, or SCI 219

Minimum Credits: 3

BIO 320 - Cellular and Molecular Neural Science

This course explores the fundamental molecular and cellular events underlying the processing of information and the maintenance of homeostasis. Topics include neurons and glia, the electrophysiology of cells membranes, synaptic transmission, motor and sensory systems, chemical messengers, neuroendocrine interactions, neural circuitry, and selected topics in neuropharmacology. It is strongly recommended that the student take BIO 210 Introduction to Anatomy and Physiology before taking BIO-320.

Minimum Credits: 3

BIO 325 - Animal Behavior

This course will introduce the student to the field of animal behavior. To gain a full understanding of the complexities of this subject, students will be study aspects that influence innate behaviors, such as genetics, population biology, evolution and learned behaviors, such as learning theory and cultural transmission. The course examines theoretical and conceptual issues in animal behavior using experiments and case studies to highlight examples. We will focus on many important biological activities such as mating, the role of kinship, cooperation, communication, aggression, and play. In addition to identifying major patterns and processes of animal behavior, we will discuss the observational and experimental techniques used to study behavior and explore the major conceptual models guiding past and current research in this field. The course is offered as an upper level science course aimed at environmental science and psychology majors. No prerequisite is assigned but students are strongly urged to take introduction to biology and anatomy and physiology prior to the course.

Minimum Credits: 3

BIO 330 - Conservation Biology

This course will focus on the importance of biodiversity. Currently, we are experiencing an unprecedented loss in species; losing, on average, two species a day. Unlike past mass extinctions humans are largely responsible. Following the Society of Conservation Biology's guidelines for conservation literacy, this course will investigate how we can apply biological principals to reverse trends in species loss. We will focus on case studies to develop our understanding of what maintains, reduces, and restores biodiversity. The course will be organized into three sections 1) history and value of conservation biology, 2) threats to

biodiversity, and 3) approaches to solving conservation problems.

Prerequisite(s): ENV 101, SCI 219, or SCI 220 or permission of instructor

Minimum Credits: 3

BIO 340 - Human Health and the Environment

This course examines major environmental health problems in industrialized and developing countries, and evaluates possible future approaches to control of these issues. Topics include dose and response to pollutants, agents and vectors of contamination (air, water, and soil), susceptible populations and risk analysis, the scientific basis of policy and decisions, and emerging global health problems.

Prerequisite(s): Take BIO 101 ENV 101

Minimum Credits: 3

Business

BUS 206 - Business Law I

The background, foundation and ethical aspects of the United States' legal system are examined. Torts, product liability, criminal law, contracts, sales, business organizations, and agency and cyber law also are explored.

Minimum Credits: 3

BUS 307 - Business Law II

The study begun in Business Law I continues as the topics of commercial paper, real and personal property, creditors' rights and bankruptcy, agency, business organizations, estate planning and government regulation of business are explored.

Prerequisite(s): BUS 206

Minimum Credits: 3

Chemistry

CHM 101 - Fundamentals of Chemistry

This course surveys the major themes of chemistry. Topics include chemical reactions, acids and bases, bonding, phases of matter, nuclear chemistry, and basic organic chemistry.

Minimum Credits: 3

CHM 101L - Fundamentals of Chemistry Lab

This course will use laboratory techniques to study the fundamental principles of chemistry. Topics such as the mole, chemical equilibria, chemical and physical properties, solutions, kinetics, etc., will all be covered along with other topics important to chemistry.

Minimum Credits: 1

CHM 200 - Environmental Chemistry

This course examines environmental problems with an emphasis on the scientific evidence from a chemistry perspective.

Scientific concepts will be reinforced by the use of virtual labs.

Prerequisite(s): ENG 120 or ENG 120H, ENV 219 or SCI 219, and MAT 220

Minimum Credits: 3

Child Development

(All DEV, EDU, RDG and SPED courses may require students to complete off-campus field experience.)

DEV 104 - Child Development I

This course focuses on human growth from conception to age 3. Theories pertinent to individual stages are provided and the sociological, cultural and psychological aspects of child growth and development are included. It includes methods of observation, planning for and teaching infants and toddlers, both typical and atypical and from diverse backgrounds.

Minimum Credits: 3

DEV 106 - Child Development II

This course surveys and focuses on child growth and development from age preschool through the life cycle. Theories pertinent to individual stages are provided and the sociological, cultural and psychological aspects of child growth and development are included. It includes methods of observation, planning for the teaching preschool and early childhood settings, both typical and atypical and from diverse backgrounds. An overview of all developmental stages will be covered.

Minimum Credits: 3

DEV 249 - Field Experience: Child Care Setting Young Children

This course is an opportunity for child development majors to actively participate in the various aspects of child care programming, including teaching and intervention. The course includes on-site experiences and seminars.

Minimum Credits: 3

DEV 259 - Field Experience: Agency Setting Young Children

This course is an opportunity for child development majors to actively participate in a human-service organization that serves young children and families. The course includes on-site experiences and seminars.

Minimum Credits: 3

DEV 260 - Family and Culture

This course considers how family and culture influence child development including family structures, sibling relationships, parenting behaviors, children's special needs, family violence, diversity in educational settings and the relations between family and community. Students explore their own and other's cultural influences through the lens of diverse cultural perspectives.

The challenges faced by children and families from a variety of cultures and socio-economic backgrounds including communication, interaction, education, and societal norms will be examined from the role of the practitioner. Research informs student projects in which a particular aspect of culture is studied in depth. Ten hours of field experience is included.

Minimum Credits: 3

DEV 301 - Behavior Management and Legal Issues

Students learn how to give positive guidance so that children, both typical and atypical, behave in acceptable ways. There is an emphasis on proactive behavioral systems. Legal issues are included. It is highly recommended that the student be taking the practicum or internship concurrently.

Prerequisite(s): DEV 102

Minimum Credits: 3

DEV 302 - Historical and Current Perspectives in Development

The student is exposed to historical, sociological and philosophical foundations of child development programs. Students develop their personal philosophies of education, study topical issues and problems in the field and are encouraged to form independent opinions. Students examine various models of programs in use today, including models of special-needs education.

Minimum Credits: 3

DEV 303 - Admin of Child Development Programs

This course provides students with basic skills in supervising and administering child development programs. Basic competencies of administrators are reviewed, such as law, leadership skills, child care licensing, personnel, budgeting, and corporate structures. Students are also introduced to governmental and non-governmental structures, public funding, and grant writing. This course may require off-campus field experiences.

Prerequisite(s): DEV 320

Minimum Credits: 3

DEV 320 - Precursors of Academic Skills

This course focuses on the development of pre-academic skills in young children. Students explore how to apply developmental theory to foster cognitive, social, emotional, and language development in young children. The relationship between the development of pre-academic skills and emerging literacy will be emphasized. Promotion of emerging literacy skills through the identification of high quality children's literature is covered.

Minimum Credits: 3

DEV 340 - Meaning and Development of Play

Students explore theories of play during early childhood. The role of play in promoting healthy development, learning and literacy are covered. The distinction between developmentally appropriate play and play which does not promote development is made. Play as form of early intervention to assist children experiencing developmental challenges is covered in detail.

Minimum Credits: 3

DEV 424 - Assessment, Observation & Intervention

Students are introduced to qualitative and quantitative forms of developmental assessment used with children during the first eight years of life. The Denver-II, The OUNCE, Bailey, Brigance, HOME, HELP, Peabody, Transdisciplinary Play Based Assessment as well as other commonly used assessments within early childhood and public school settings are reviewed. Assessment will be discussed in relationship to development outcomes, interpretation and planning for intervention and curriculum. (Legal Issues, Diversity)

Prerequisite(s): DEV 340

Minimum Credits: 3

DEV 480 - Independent Study

Minimum Credits: 3

DEV 499 - Internship

The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Minimum Credits: 3

Maximum Credits: 12

DEV 515 - Adolescent Psychology

This course is a study of developmental growth that is focused on the transition to adolescence and processes of physiological, cognitive, social and emotional changes that occur during the teen years. Middle/secondary education majors are required to do field experience in appropriate grade levels and subject areas.

Minimum Credits: 3

DEV 520 - History and Philosophy of Child Study Movement

The student is exposed to the historical, cultural and philosophical foundations of child development theory and practice. The work of Rousseau, Freud, Froebel, Montessori, Pestalozzi, Dewey, among others is examined. The history of early childhood programming as a distinct field outside of formal educational institutions as well as the role of programming within formal education is covered. Tensions in educational philosophy and approach between the early childhood community and the larger educational community are examined in depth. Students begin to develop the necessary skills for a scientific and dynamic understanding of child development. Such skills will assist students in the formation of informed independent opinions and a well-integrated perspective.

Minimum Credits: 3

DEV 540 - Language and Cognitive Development

The purpose of this course is to provide students with an understanding and working knowledge of both the content and processes of cognitive and language development in children from birth through eight years of age. The primary foci of the course are understanding different theoretical frameworks: (1) examining sequences and variations in the processes of cognitive change; (2) the interaction between the child and the social context; (3) the interaction of cognitive development with children's symbolic representation of knowledge particularly language development; and (4) the role of play in the development of cognition and language. Students learn how to conduct and report observations of children's thinking and learning. They also learn to apply different theories of cognitive development and to recognize their implications for practice with children of differing needs and abilities in a range of programs in culturally diverse settings.

Minimum Credits: 3

DEV 545 - Psychosocial Development

This course focuses on young children's emotional and social development from birth through age eight, stressing the interaction of biological, psychological, and social forces. Major themes include how young children experience themselves and others; the role of parents, families, care-givers, peers, and teachers in children's psychosocial development; and the socialization of young children to respond adaptively to the contexts and cultures they live in. Students are expected to acquire a working knowledge of the emotional and social domains of development through the integration of natural observation of infants, preschoolers, and school-aged children with relevant theory and research.

Minimum Credits: 3

DEV 550 - Administration of Child Development Programs

This course provides students with skills in supervising and administering child development programs. Basic competencies of administrators are reviewed, such as law, licensing, personnel, budgeting, and corporate structures. Students are also introduced to governmental and non-governmental structures, public funding and grant writing.

Minimum Credits: 3

DEV 560 - Family and Culture

This course considers how family and culture influence child development including family structures, sibling relationships, parenting behaviors, children's special needs, family violence, diversity in educational settings and the relations between family and community. Students explore their own and other's cultural influences through the lens of diverse cultural perspectives. The challenges faced by children and families from a variety of cultures and socio-economic backgrounds including

communication, interaction, education, and societal norms will be examined from the role of the practitioner. Research informs student projects in which a particular aspect of culture is studied in depth. Ten hours of field experience is included.

Prerequisite(s): DEV 545

Minimum Credits: 3

DEV 565 - Play

This course provides students with an understanding of the critical role play has in a child's life. Play is the primary means for learning and development, an important method of assessment and a tool for intervention. Students learn how to assess play between a child and parent/adult, a child within a group, and a child's solitary play.

Minimum Credits: 3

DEV 601 - Child Assessment

This course provides students with a basic understanding of the assessment of young children from birth to eight years of age. The primary goals for the course are (1) the purposes and processes of a variety of assessment methods currently used to evaluate learning and development of young children and (2) challenges in assessing young children from developmental, educational, psychological, and cultural perspectives. Students will learn principles of appropriate assessment, acquire a working knowledge of basic measurement concepts, and gain testing, and alternative assessment approaches for young children.

Minimum Credits: 3

DEV 699 - Child Development Practicum

The internship is a culmination of a student's field experiences. It consists of a minimum of 150 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Minimum Credits: 3

Communication

COM 126 - Introduction to Mass Communication

This communications survey course covers mass media, culture, and society. The course focuses on how and why the US media operate as they do, as well as on how media performance might be improved.

Minimum Credits: 3

COM 128 - Language and Practice of Media Arts

This is an introduction to the practice of media production and the study of visual media literacy. The course examines the fundamental components and structure of moving image texts, explores how dynamic relationships between those elements convey meaning, and then exercise that knowledge through media production. Production design, language, technology, and methods will be discussed enabling all students in the class to have a common language of image analysis and creation.

Readings and discussions on topics such as cinematography, narrative meaning, image and sound design, editing, genres, and culture will be included. Creative interpretative and expression of ideas will be exercised in the production of media.

Minimum Credits: 3

COM 212 - Public Speaking

This course is designed to help students develop abilities, including organization and delivery skills, for all speaking situations. The evaluation and improvement of voice, diction, articulation and posture also are studied. May not be used as literature

elective.

Prerequisite(s): ENG 120, ENG 121H, ENG 200, or ENG 200H

Minimum Credits: 3

COM 220 - Intercultural Communication

In a time of increasing globalization it is important to understand how communication differs in other cultures. This course is designed to expose students to a variety of different cultures through organizational and business communication. Students will study specific countries each semester and learn successful communication strategies for each culture through lectures, panel discussions/guest speakers, and a variety of individual and group projects.

Minimum Credits: 3

COM 227 - Public Relations

This course introduces students to the theory and practice of public relations in the United States. Students study the major figures in this field as well as organizations, their behavior, and the relationships between organizations and their publics.

Prerequisite(s): ENG 11, ENG 121, ENG 121H, or ENG 200

Minimum Credits: 3

COM 230 - Graphics and Layout in Print Media

This course is an introduction to the principles and practices of graphic design. Students are introduced through lecture, demonstration and hands-on computer work to the basic elements of graphic visual communication. Adobe Illustrator is used as a primary tool in exploring visual perception through a variety of creative exercises that familiarize the student with basic visual principles such as figure/ground manipulation, shape grouping, letterform shape creation, and grid and system creation. Formal elements of graphic design such as line, shape, color, texture, pattern, balance, symmetry, rhythm, space and unity are thoroughly explored by example and hands-on computer exercises; special topics included are: designing with type, layout strategies, logo design, symbol and pictogram development and stationery systems.

Minimum Credits: 3

COM 232 - Desktop Publishing

This course is an introduction to the software application Adobe InDesign designed for the novice user. The Macintosh platform is used in the classroom studio lab, and the student is introduced to the creative and practical aspects of the desktop publishing program that is considered indispensable in the contemporary communications and design industries. This course is based on a series of introductory exercises and a regimen of hands-on practice that teaches software and design skills; students learn how to combine the use of InDesign with other professional graphics and work-processing software such as Adobe Illustrator, Adobe Photoshop and Microsoft Word.

Prerequisite(s): COM 230

Minimum Credits: 3

COM 235 - Introduction to Journalism

This writing practicum introduces students to writing for print and electronic media under deadline. Gathering information by using records, documents, observation, interviewing, and the Internet. Emphasis on library resources, electronic databases, and current events. Basic style and editing based on AP Stylebook and Libel Manual and AP Broadcast News Handbook.

Prerequisite(s): ENG 121, ENG 121H, or ENG 200

Minimum Credits: 3

COM 237 - Journalism Practicum

The option for this practicum is print journalism. Students have the opportunity to publish the student newspaper, 'The Observer'. Students interested in receiving credits for this practicum must present portfolios of their work. The newspapers'

editorial board and faculty advisor assign credits.

Minimum Credits: 1.5

Maximum Credits: 6

COM 244 - Digital Video Production: Level I

This course introduces the student to video aesthetics, and techniques, as well as providing student with hands-on production experience. Video will be approached as a creative visual communication tool for the exploration of abstract concepts, creative endeavors and the human condition, Skills covered in the class will include the fundamental of all stages of production, use of the camera as a visual tool, audio, lighting, and editing in a digital non-linear environment. Students attend lectures and technical demonstrations, view work of various video and film directors, complete production planning and coordination, and produce creative projects.

Prerequisite(s): COM 128

Minimum Credits: 3

COM 305 - Digital Documentary Photography

This course provides an opportunity for students to explore the art of storytelling through visual means. Utilizing either digital photography or film, students will be expected to produce a body of work that focuses on a particular subject (individual, place, organization) or larger issue. This class will not be assignment driven. Instead, each student will work on one long-term project. To prepare for that, students will begin the term by focusing on a small story that can be captured in about two weeks. The main goal of the term will be the completion of a single project that will be worked on weekly during the course and presented in final form at the end of the term. Each week students will be expected to bring in photographs that will be the building blocks to the story they have chosen to tell. Participating students must be self-starters, interested in documentary photography and curious about how to use photography as a means of expression and persuasion. Projects will need to be approved by the instructor, though there will be a great deal of space for students to tailor their projects to their own interests and creative needs. The class is a hands-on course and success will be measured by students' ability to choose a subject, capture it visually, show material regularly in class and present the project in a final form that reflects the subject explored. Each week we will discuss each student's progress, we will discuss particular images and the overall stories being told. Students will be asked to keep a written diary as well to help track the work they do as they seek out and execute their story ideas.

Prerequisite(s): FAS 226

Minimum Credits: 3

COM 310 - Social Media

Twitter, Facebook, blogs, podcasts - the possibilities of social media today are countless and ever-changing. This course is a broad approach to the history, theory, technology, impact and strategic uses of social media. These tools are relatively inexpensive and accessible technologies that enable anyone to create, publish, edit and access messages intended for the smallest to the largest of audiences. Students will examine the strategic uses of social media for community building, civic and political participation, advertising, marketing, public relations, and journalism. This course provides hands-on experience with the most current technology.

Prerequisite(s): ENG 121 or ENG 200

Minimum Credits: 3

COM 320 - Exploring World Cultures/Mass Media

This course seeks to expand global cultural understanding and communication by examining pop culture and media systems in various countries. Students will have the opportunity to expand their cultural perspective by exploring music, film, television, radio, print media, technology, and urban and youth culture. Topics will include media imports and exports, media audiences, media financing and regulation, media research and reporting, media effects, media ethics, meaning and communication through media, and intercultural communication. In lieu of a text students will use extensive Internet research, personal interviews, podcasts, discussion boards, various supplemental material, and independent cultural exploration. Classes will

consist of brief lectures, discussion, viewing of media, and in-class research and projects. Global marker.

Prerequisite(s): COM 126 or COM 128 and ENG 121 or ENG 200

Minimum Credits: 3

COM 322 - Advanced Public Speaking

This course provides students with the skills to produce effective oral presentations in professional contexts. The course includes formal individual speeches as well as interactive and group presentations. It is run as a seminar to provide students with experience as moderators.

Prerequisite(s): COM 212 or ENG 200

Minimum Credits: 3

COM 327 - Screenwriting for Media Arts

This course is designed to teach students the fundamentals of screenwriting for short narrative and commercial projects. Students will analyze screenplays and scripts, and then learn basic screenwriting concepts and tools. Students will be attending lectures and film screenings, completing in-class writing exercises and proposals, providing valuable critique to their colleagues, and completing at least one treatment, pitch and screenplay.

Prerequisite(s): ENG 121 or ENG 200

Minimum Credits: 3

COM 332 - Organizational Communications

This course gives students the opportunity to develop skills, knowledge, philosophies in organizational communication through lectures, research, readings, discussions, application, and written assignments. Emphasis is placed on verbal and nonverbal communication, cultural communication and interpersonal relationships within organizations.

Prerequisite(s): COM 212

Minimum Credits: 3

COM 336 - Electronic Public Relations

This course provides a focused overview of electronic public relations applications and presents guidelines for using electronic technologies for public relations purposes. Students will learn to reach various publics through public service announcements, video news releases and satellite media tours. Students will also learn how to reach media, government, consumers, employees and management effectively by applying electronic media technologies. Offered as needed.

Prerequisite(s): COM 227

Minimum Credits: 3

COM 337 - Journalism Practicum II

The option for this advanced practicum is print journalism at the executive board (editorial staff) level on the student run newspaper, the OBSERVER. Students interested in receiving credit for this practicum must assume the editorial roles to operate and publish the student newspaper; and present portfolios of their work at the end of the academic year. The faculty advisor awards credit(s) based on student participation and involvement at the editorial staff level, and quality of portfolio based on work completed over the academic year.

Prerequisite(s): COM 237

Minimum Credits: 1.5

Maximum Credits: 6

COM 340 - Writing for Public Relations

Survey course requiring copywriting in public communication formats, including news releases, features, editorials, brochures, executive summaries, company profiles, newsletters and annual report copy.

Prerequisite(s): ENG 121, ENG 121H, or ENG 200

Minimum Credits: 3

COM 341 - Technical Writing

This course trains students to produce documents of a technical nature commonly found in a business context. Students are required to prepare a variety of technical reports, including audits, technical manuals and feasibility studies.

Prerequisite(s): ENG 121, ENG 121H, or ENG 200

Minimum Credits: 3

COM 342 - Writing for the Computer Industry

This course is designed to increase the students' ability to communicate high-tech information and to apply the technical writing process to the computer industry. The course focuses on techniques for creating documentation with attention to formatting, graphic design and text organization.

Prerequisite(s): COM 341

Minimum Credits: 3

COM 344 - Digital Video Production: Level II

Students will continue gaining hands-on production experience and will increase their knowledge of video theory, aesthetics, and techniques. Video will be approached as a creative visual communication tool for the exploration of abstract concepts, creative endeavors, and the human condition. Emphasis will be on writing, lighting, sound design, directing, editing, and production management. Students will attend lectures and technical demonstrations, view work of various video and film directors, and produce creative projects individually and in groups.

Prerequisite(s): COM 244

Minimum Credits: 3

COM 345 - Animation and Visual Effects

This hands-on technical course provides training for the use of Adobe After Effects, the industry standard software utilized for animation, visual effects, and motion graphics in film, video, multimedia, and the Web. Students will be attending lectures and technical demonstrations, viewing various After Effects creations, completing exercises, and producing short projects with After Effects. Given the breadth of possibilities open to the After Effects artist we will focus our efforts on learning the objectives listed below.

Prerequisite(s): GRA 220

Minimum Credits: 3

COM 435 - Feature Writing

This course is for students who want to explore feature writing as a means of improving their research and writing skills or to pursue a print journalism focus in the communication major. Students will learn how to develop and organize ideas, adapt their writing for specific audiences and revise and polish their prose style.

Prerequisite(s): COM 235

Minimum Credits: 3

COM 448 - Media Ethics and Law

This course provides students with the skills and knowledge they need to work in the communications profession. They also will develop a clear understanding of the statutory and constitutional guidelines governing the profession. Students learn the theoretical underpinnings of the First Amendment, followed by its application in cases involving libel, privacy, intellectual property, corporate speech, advertising, obscenity, access to information, protection of news sources, broadcasting policy and

electronic media regulations.

Minimum Credits: 3

COM 452 - Public Relations Campaign Planning Seminar

This capstone course offers practice in managing communication campaigns from the public relations perspective and emphasizes the production and presentation of campaign plans. Students will develop and pitch a campaign for a real client.

Prerequisite(s): COM 227

Minimum Credits: 3

COM 454 - Documentary Video Production

This advanced-level course combines the study of the documentary genre with hands-on documentary video production. Through film viewings, readings, and discussions, students will explore the issues and obstacles that have faced documentary filmmakers through the years. They will then explore these issues through their own creative practice in the documentary genre. Students will write and defend documentary project proposals, and will work in groups and individually on documentary projects.

Prerequisite(s): COM 344

Minimum Credits: 3

COM 455 - Commercial Video Production

This advanced level, hands-on course provides additional technical training for video production, and assists the student in learning what is involved in setting up a video production business, or working in the commercial/corporate video production industry. Topics could include electronic field production(EFP), working with clients and talent, audience and market considerations, purchasing equipment, producing budgets, maintain production records, gaining music rights, video graphics, video streaming and conferencing, and careers in the industry. Students will be attending lectures and technical demonstration, viewing various productions, completing production planning and coordination, and producing commercial/corporate projects.

Prerequisite(s): COM 344

Minimum Credits: 3

COM 469 - Senior Seminar in Communication

This course serves as the capstone experience for communication majors. Students synthesize past course work, knowledge, skills, and experiences in order to research and plan a scholarly applied communication study and/or campaign to solve a problem for a 'real world' client. Specific project requirements are tailored to meet students' planned career paths or areas of focus in the communication discipline. In-class sessions focus on enabling students to become effective independent researchers, while regular individual conferences with the instructor focus on project planning, charting progress, and addressing contingencies. The course results in each student producing a final written product - a research thesis or professional project report - along with a public oral presentation of the thesis/project.

Prerequisite(s): PSY 224 or SCS 224

Minimum Credits: 3

COM 476 - Corporate Communications Seminar

This course will explore the growing field of corporate communication with special emphasis on, industry analysis, media relations, message strategies and crisis communication planning. Upon completion of the course, students will understand the theory, practice and functions of corporate communicators. This course will serve as a capstone experience for all communication majors.

Prerequisite(s): COM 227

Minimum Credits: 3

COM 480 - Independent Study

This course allows a student to investigate any communication subject not in the curriculum.

Minimum Credits: 3

COM 490 - Communication Internship

Students may use three, six or 12 credit hours of free electives for placement in a supervised, career-related work experience.

Students report on the experience as required by the cooperative education syllabus. The Career Development Center administers the experience and the program coordinator/department chair provides the academic evaluation.

Minimum Credits: 0

Maximum Credits: 12

COM 492 - Digital Media Internship

This internship experience, for Digital Media majors, enables students to use 3, 6, or 12 credit hours of free electives for placement in a supervised, career-related work experience. Students report on the experience as required by the co-op education syllabus. The Career Development Center administers the experience and the program coordinator/department chair provides the academic evaluation.

Minimum Credits: 3

Maximum Credits: 12

COM 500 - Communication, Media & Society

Communication, Media, and Society serves as an introduction to key concepts and theories in the study of communication and media. In this course, students will examine the foundations of the discipline of communication focusing particularly on the ways in which media and technology have impacted the study of culture, relationships, and messages. The course will explore the impact of communication on various arenas, including families, relationships, culture and the changes in communication and media over time. Students will analyze their own skills, communication patterns, networks, and resources and articulate a plan for future studies and career plans in communication.

Minimum Credits: 3

COM 510 - The Vantage Point: Knowledge & New Media

This course contends with the evolving concept of "knowledge production" in the new media environment. It focuses on strategies for independent online research, including processes for identifying, vetting, and citing appropriate sources of information, as well as best practices for writing in the online environment. Issues of copyright, plagiarism, and ethics related to the creation of online content will be evaluated. Finally, students will explore their role as producers of mediated communication, including primary authorship and the curating of content.

Minimum Credits: 3

COM 530 - Law & Ethics: A Line in the Sand

Legal issues related to communication and media in the U.S. are rapidly changing in an age where technology and the distribution of mediated messages are ubiquitous. Thus, this course contends with the major legal, ethical, and policy issues related to mass media communication particularly focusing on those issues that impact digital and public communication. Concepts related to the First Amendment to the U.S. Constitution, libel, obscenity, censorship, right to privacy, intellectual property, and the governance of media and digital technology will be explored. Additionally, this course asks students to contend with many ethical issues and philosophies pertinent to media and communication in the interest of articulating a personal ethical framework as a graduate communication student and practitioner.

Minimum Credits: 3

COM 540 - Second Self: Identity & Personal Brands

Interactive and social media have opened up myriad opportunities for individuals to create, manage, re-create, and even fabricate their identity online. This course contends with the idea of a virtual or 'second' self and the ways in which one navigates identities in a highly networked environment. Students will explore the relationship between professional and personal identities, privacy and security in online environments, and the creation of personal brands in various media. Students will have the opportunity to explore and experiment with various types of social media tools to develop an effective and active online brand.

Prerequisite(s): COM 500

Minimum Credits: 3

COM 555 - Reputation Management: Building a Brand

The ease of self-publishing using blogs, the dedication of entire mainstream news segments to the "conversation" on Twitter, the use of RSS feeds to immediately deliver customized messages, and other personalizations of communication all hail the dawn of a new era that is at once global and highly individualistic. For a public relations professional, social media technologies present unique challenges and opportunities to develop and protect one's brand. In this course, students will engage in thorough investigation and practical applications of the specific technologies, outlets, platforms, networks, and mediums that will populate their professional tool kit. Students will gain proficiency in particular, relevant tools, as well as add to their general fluency in the language of technology.

Prerequisite(s): COM 620

Minimum Credits: 3

COM 556 - Spread the Word: Social Media Practices

The public relations field distinguishes itself through its emphasis on capturing hearts and minds. Above and beyond the marketing goal of persuading target consumers to the desired economic end, it is the task of the public relations professional to persuade individuals and groups to accept a certain belief or opinion. In this way, the topics of messaging and branding take on new meaning within the context of public relations. In this course, students will make that transition in to the world of public relations by re-examining and building upon core principles to build a foundation for the public relations concentration.

Prerequisite(s): COM 620

Minimum Credits: 3

COM 557 - Crisis Communication in a 24/7 World

The pervasive integration of our personal lives in to our online presence presents serious challenges and potential ethical pitfalls, if not treated responsibly. There are few public figures left that have not tasted public outrage as a result of published poor choices, documented social faux pas, or photographed improprieties. Protecting one's brand and controlling one's message in the maelstrom of broadcasted opinions is certainly more difficult than ever before. This course addresses the topics of public relations ethics and crisis management through the investigation of landmark cases and hypothetical crisis scenarios.

Prerequisite(s): COM 620

Minimum Credits: 3

COM 558 - Integrated PR Campaigns & Measurement

Developing and executing a public relations campaign requires the integration of skills, strategies, and tactics to create a cohesive, dynamic whole. Similarly, this course integrates components from previous coursework by addressing topics such as the life cycle of the campaign, campaign management strategies, effective tracking and measurement, and making modifications based on data analysis. Students will evaluate past successful and unsuccessful campaigns in order to glean and substantiate best practices in campaign design and execution. Finally, students will create structured components of public relations campaigns in order to prepare for the critical task in the capstone course.

Prerequisite(s): COM 620

Minimum Credits: 3

COM 565 - Communication with Media Technology

Media technologies are changing so rapidly that those currently designated as 'new' could become obsolete before the impact to the communication field is even fully understood. Communication professionals must seek to understand the catalysts of technological changes by conceiving of them as products of the values and assumptions held by the societies that create them. This course is focused on how new media technologies have developed, how they might modify previous understandings of the relationship between technology and culture, and how they have shaped industries (particularly media industries) today. Students will investigate the practical aspect of various technologies of interest in order to become more savvy consumers and critics of emerging media tools and resources.

Prerequisite(s): COM 540

Minimum Credits: 3

COM 566 - Pen to Platform

A corollary to and resulting challenge of new media technology is the need for messages that are applicable and effective in a myriad of different contexts. In this course, students will craft and structure written work so that it may be more easily translated to different platforms. Different writing processes, such as information mapping, will be employed to demonstrate new ways of thinking about information. Students will apply best practices for effectively communicating across different media and actualizing varied communication in their writing.

Prerequisite(s): COM 540

Minimum Credits: 3

COM 567 - Digital Tools and Teams

Although modern technology empowers the individual to do far more with limited resources than ever before, it is certainly impossible to live and work in a vacuum in today's globalized society. Striking the balance between DIY, collaboration, and contracting help requires adept decision-making and project management that must be rooted in the overall strategy and mission of the communication plan. In this course, students will explore and employ the practical resources, tools, economics, and logistics of new media and marketing. Additionally, students will determine and practice effective means for utilizing diverse networks of colleagues, mentors, clients, and critics to shape their media strategies.

Prerequisite(s): COM 540

Minimum Credits: 3

COM 568 - New Media Campaign Design & Marketing

Developing and executing a new media campaign requires the integration of skills, strategies, and tactics to create a cohesive, dynamic whole. Similarly, this course integrates components from previous coursework by addressing topics such as the life cycle of the campaign, campaign management strategies, effective tracking and measurement, and making modifications based on data analysis. Students will evaluate past successful and unsuccessful campaigns in order to glean and substantiate best practices in campaign design and execution. Finally, students will create structured components of new media campaigns in order to prepare for the critical task in the capstone course.

Prerequisite(s): COM 540

Minimum Credits: 3

COM 575 - eHealth and Technology

eHealth, telemedicine, and cybermedicine are quickly becoming the new 'face' of medicine in today's world. Patients and consumers are looking for ease of access to healthcare information and are met with an abundance of electronic resources. This course provides an introduction to the role of electronically-mediated communication in health communication and

campaigns and asks students to engage with how technology can improve, hinder, and/or evolve health literacy and health communication practices.

Minimum Credits: 3

COM 576 - Health Communication & Culture

Health literacy is an increasingly important component of any health care system as patients and communities struggle to integrate appropriate interventions, and these interventions are always shaped by the cultural and social contexts of the communities affected. This course provides an advanced investigation into relevant cultural concepts that shape health care and health communication, focusing on strategies to improve health literacy ethically and empathically.

Minimum Credits: 3

COM 577 - Healthcare Ethics

Certainly ethics is important in every branch of communication. But when conveying messages about subject matter as sensitive, high-stakes, and emotionally-charged as health care, ethics takes on a new level of significance. In this course, students will re-examine general principles of responsible communication in the new context of health communication. Through investigation of relevant case studies, students will logically extend and add definition to their existing moral frameworks. The course will emphasize the nuance and complexity of health-related ethical issues, including the impacts of technology on health privacy, stigma surrounding controversial health issues, illnesses, and treatment options, and one's moral responsibility to ensure accuracy in disseminating public health information.

Prerequisite(s): COM 530

Minimum Credits: 3

COM 578 - Contemporary Public Policy and Strategy

Particular to the field of health communication is the significant role governmental policies, initiatives, and practices will play - from the content of one's messages to the way in which they are conveyed. Additionally, as a health communication professional, it is likely that one may be called upon to draft, disseminate, and promote health legislation and associated initiatives. In this course, students will examine contemporary legislation and health care policy trends, so as to adeptly devise strategies and craft messages for effectively communicating this essential information. Attention will be paid to best practices for responsibly addressing controversial political issues in one's health communications.

Prerequisite(s): COM 530

Minimum Credits: 3

COM 600 - Communication for Leadership

This course aims to prepare students for a variety of leadership roles in dynamic organizations and environments. Students will analyze key aspects of leadership, relationships, and organizations such as: organizational culture, conflict in interpersonal and organizational settings, organizational roles and socialization, power in personal and professional relationships, and group communication theories. Students will contend with these concepts from a personal standpoint by using examples from their own relationships and workplaces to apply best practices and improve their own communication and leadership skills.

Additionally, this course takes a systems theory approach to organizations and teams, looking at the interrelationship of events, people, and ideas and the systemic impact of small and large changes.

Minimum Credits: 3

COM 610 - More than Words: Communication by Design

Illustrations, photos, infographics, videos, animations, and dynamic interfaces often tell a consumer more about a brand or product than the product itself. It is increasingly important that media consumers and creators be fluent visual communicators.

This course presents fundamentals of good visual design and presentation in media focusing on the best practices for a variety of design tools. Students will engage with key concepts related to visual production and consumption, media and web design,

storytelling and narrative in visual formats, and accessibility of content for diverse audiences.

Prerequisite(s): COM 500

Minimum Credits: 3

COM 620 - Strategic Communication in a New Age

In today's public climate, political rhetoric is no longer just a tool of the immensely powerful or those who have access to a podium and speakers. The dissemination of mass messages can occur in any number of avenues and can reach audiences that were previously inaccessible or disinterested. Communication professionals today are in a powerful position to shape messaging and distribution strategies for many contexts: politics, popular culture, business, nonprofit advocacy, social movements, advertising, and marketing. In this course, students should develop the perspective and skill sets necessary to respond effectively and creatively to complex social problems and opportunities in written, verbal, and visual communication mediums.

Prerequisite(s): COM 510 and COM 610

Minimum Credits: 3

COM 690 - Communication Capstone

This capstone course integrates previous coursework and practical experience with a focus on authentic demonstration of competency in the student's chosen specialization in communication. Instead of introducing new concepts, students will synthesize prior learning to design, develop, and execute a communication campaign on their chosen subject as a culmination of their studies. The course will be structured around this critical task, so that students have the appropriate support and resources required to be successful.

Minimum Credits: 3

Community Economic Development

** CED courses are only offered Online

Southern New Hampshire University offered a Ph.D. in Community Economic Development from 1998 until 2008, when the last doctoral students matriculated. The courses below are offered only to continuing students in the Ph.D. program as needed for them to conclude their studies.

CED 301 - Intro Community Economic Development

This introduction course will examine the values, issues, models and policy underlying the theory and practice of community economic development (CED). Students will be exposed to the range of social and economic challenges confronted by residents of underserved and marginalized communities as well as review issues and challenges facing the field.

Minimum Credits: 3

CED 335 - Social Issues and Economic Policies CED

This course is an introduction to the principles of social economics and policy. The course will expose students to concepts such as supply and demand, markets, national income, international trade, economic development, the economics of social issues, and the relationship between power and markets.

Minimum Credits: 3

CED 405 - Financial Literacy for Social Services

This course is designed to introduce students to concepts integral to understanding the financial operations of not-for-profit, non-governmental organizations - NGOs. Students examine corporate governance structures and explore, from a financial perspective, how these organizations achieve socially responsible agenda. Students will gain an understanding of the broader

financial realm of socially responsible organizations and utilizing and managing money for social causes.

Minimum Credits: 3

CED 523 - Topics in CED

Community economic development emerging policy and topics of current interest are discussed extensively in this seminar. This seminar course is designed for emerging topics and policy in the field of CED. It is not intended for topics routinely covered in the curriculum.

Minimum Credits: 1

Maximum Credits: 3

CED 523A - Topics in CED

Community economic development emerging policy and topics of current interest are discussed in summary in this seminar. This course provides students an opportunity to be exposed to emerging policy and issues in the field of CED.

Minimum Credits: 1

CED 601 - Intro to CED in the U.S.

This is a foundation course in which we will examine the values, issues, models and policy underlying the theory and practice of community economic development (CED). The course starts with an examination of the theoretical and conceptual framework for community economic development. Participants will examine the range of economic challenges confronted daily by residents of underserved communities. The class will examine the practices, policies and strategies of CED. We will look at how CED approaches the challenges of job creation and retention, and community revitalization. An overview of strategies such as asset building with individual development accounts and self-employment: and community building with community loan funds, cooperatives, employment and training initiatives will be provided. Project examples and participants' own experiences will serve as course materials along with the required readings. Finally, we will review issues and challenges facing the field.

Minimum Credits: 3

CED 602 - Intro to International CED

This course will examine the evolution of thinking that has shaped the practice of community-based international development. Students explore development, projects, programs, and policies that blend social practice and economic principles. The course exposes members of the class to some of the major scholars in the field through their writings. The first class in the series focuses on three substantive themes: definitions of development; ethics of development; and lastly, hunger, famine and food policy. Students will learn methods of policy analysis to analyze these themes from an ICED perspective.

Minimum Credits: 3

CED 611 - Research Methods in CED

The objectives of this Term One course include literature reviews; research designs; stakeholder analyses and FSs; survey, sampling and questionnaire designs; and descriptive statistics procedures.

Minimum Credits: 3

CED 613 - Organizational Management in CED

This course provides the underpinnings of public/nonprofit management. This course covers the basic principle of Organizational Management, leadership, human aspects of organizations and organizational life, and the functions that managers must perform to be successful. The primary goal of the course is to provide students with the tools needed to perform more effectively as managers. The course begins with an individual focus (Organizational Behavior) that rapidly progresses to the higher social dimensions (group, organizational). The course also attends to Organizational Management with an emphasis on public/nonprofit practice. This course is intended to add to students' knowledge base of management theories and practices, and to develop skills through the application of knowledge to real life. By the end of the course, students will

have a better understanding of themselves as managers, other players, and of the socio-technical systems of organizations and management.

Minimum Credits: 3

CED 621 - Project Design in CED

This course is the first in a four-course sequence during which students identify a community issue, design a CED project to address that issue, implement the project, evaluate and document it, and present the finished product. In this course, students identify a community problem or issue, conduct relevant research, analyze the issue in conjunction with colleagues and community stakeholders, and develop a preliminary project design. Computer software competencies include word processing and spreadsheet programs, presentation and graphics programs and online research tools and search engines.

Prerequisite(s): CED 611

Minimum Credits: 3

CED 622 - Project Planning in CED

This is the second in a four-course sequence during which students identify a community issue, design a CED project to address that issue, implement the project, evaluate and document it, and present the finished product. Students in this course refine their project design skills through preparation and presentation of a formal proposal for their project. Students continue to review the literature, particularly to review best practices relevant to the issue being addressed. Each student creates a logic model that details the underlying theory of change and the project's inputs, outputs, and outcomes. Students learn to plan for implementation of the project, including information management, monitoring and evaluation, employing tools such as Gantt charts.

Prerequisite(s): CED 621

Minimum Credits: 3

CED 623 - Project Management in CED

Following CED-622, students implement the projects they have designed, applying the tools learned in prior classes. Regular progress reports and class presentations are required to monitor and track project implementation and management. Emphasis is on the many pitfalls of project implementation and how to analyze and deal with them. Projects implemented by the class are used as case studies and supplemented by relevant readings.

Prerequisite(s): CED 622

Minimum Credits: 3

CED 624 - Project Evaluation in CED

This course, the final one in the Project sequence, focuses on assessment of what did and did not happen throughout the project, and comparison of actual to expected outcomes. Students conduct a project evaluation, and prepare and present a final report that describes the project, its outcomes, methodology and actual activities. The report includes analysis of the project, conclusions, and recommendations for future work and serves as the student's master's thesis.

Prerequisite(s): CED 601, CED 602, CED 611, CED 621, CED 622, and CED 623

Minimum Credits: 3

CED 631 - Housing Policy and Development

This course covers market analysis and housing needs assessments, site selection and control, financial feasibility reports, the selection of a development team, methods of obtaining approval from various government entities, identification of private and public funding and subsidies, and various forms of ownership, including cooperatives and land trusts. Students also learn about the policy framework for affordable housing development, and the legal, institutional, economic, political and environmental factors that shape that framework.

Minimum Credits: 3

CED 632 - Urban Neighborhood Revitalization

This course looks at CED in urban (mostly United States) settings. Following a review of urban geography and changes in cities over time, the course examines strategies of business development, job creation, and neighborhood revitalization that are particularly relevant to cities. Students will gain an understanding of the roles of development partners, methods for fostering stakeholder involvement, and understanding the relationship between critical demographic, socio-economic cultural and capital investment/infrastructure related trends and priorities. Students explore case studies and identify best practices.

Prerequisite(s): ACC 500

Minimum Credits: 3

CED 634 - Financing CED

This course looks at how CED projects and organizations are financed, including the traditional and non-traditional and financial institutions involved; the various forms of financing that are possible; the factors involved in choosing the financing for a particular project; and the ways in which the choice of financing may influence a project's outcome.

Prerequisite(s): ACC 500

Minimum Credits: 3

CED 635 - Legal Framework in CED

This course provides an overview of the relationship between law and the community economic development (CED) movement and some of the basic legal issues facing CED practitioners. The course will touch on the historical use and impact of the law, aspects of property and corporations law, and some basic issues of urban planning law. The course will also focus on general tax law issues; economic development policy including the Community Reinvestment Act, credit issues and micro lending; and constitutional issues in community control of benefits. Case studies, in-class exercises and breakout sessions may be used.

Prerequisite(s): CED 601

Minimum Credits: 3

CED 636 - Foundations of Community Action

This course provides a historical and conceptual understanding of Community Action as an approach and framework employed by agencies that serve low-income clients and communities by promoting self-sufficiency. The course equips students with knowledge to relate personalities and agendas of key individuals to the decisions and policies implemented; chart the ebb and flow of government involvement (support) in assisting the poor from pre-Great Depression forward; compare and contrast past methods of assisting the poor historically with methods today and projected methods (to answer the question: What role does political will play in addressing poverty?); explain the role of leadership at the community, Federal and political level and analyze the role of political leadership and its effect on fighting poverty; and track the measurements of poverty (to answer the following questions: How do we measure poverty historically? Who is defined as "poor"? How should we measure it today and who is for or against the government taking on this role?).

Minimum Credits: 3

CED 641 - Economics

This economics course covers both microeconomics and macroeconomics principles and issues. This introductory course will give students a working understanding of the principles of economics as it applies to individuals, community, and the economy as a whole. The microeconomics topics will touch upon factors of production, consumer behavior, behavior of firms, and the market structure. The macroeconomic topics will familiarize the students with economic performance measures, fiscal and monetary policy, market and government failure, and economic growth.

Minimum Credits: 3

CED 642 - Economics and Development

This course allows students to examine the domestic and international economic problems countries face and to explore community approaches to solving them. A variety of economic development paradigms, ranging from traditional to community-based, are examined. The course will introduce students to the importance of economics as it relates to community economic development (CED) and cover basic concepts in micro and macroeconomics. The economic concepts learned will then be applied to gain an understanding of the development process, as seen through an economic lens. Specifically, students will use their knowledge in economics to better understand domestic and international development issues such as poverty and inequality, population growth, migration, human capital development, rural development and agricultural transformation, environment, and trade.

Minimum Credits: 3

CED 644 - Microenterprise Development

This course looks at the characteristics of the informal sector businesses that crowd the lowest rung of the economic ladder and examines ways of assisting these income-generating activities to the poor. Students study ways to design and manage a financial and technical assistance intermediary to provide credit, management and organization assistance to micro scale economic enterprises.

Minimum Credits: 3

CED 651 - Co-Op Development and Management

A cooperative is a flexible model for creating community-owned institutions. This course covers the start-up of a cooperative, membership issues, legal issues, tax and security issues, cooperative management systems and the educational components of cooperative development. Students review various types of cooperatives, including worker, consumer, credit and housing cooperatives.

Minimum Credits: 3

CED 652 - Community Building and Organizing

Community economic development often requires an understanding of community organizing to successfully involve the community in the development process. This course acquaints participants with different models of community organizing. It also trains participants in specific organizing skills that can be used in their work as CED practitioners, including negotiation techniques.

Minimum Credits: 3

CED 702 - Law and Community Development

Topics covered include legal structures and ways they clash with cultures, the American legal system, selecting a legal structure, the nonprofit corporation, taxation and organizational issues of unincorporated associations, and for-profit and nonprofit corporations and their relationship to subsidiaries.

Minimum Credits: 1

CED 705 - Financial Management for CED

This course will assist students in develop the understanding and skills they need to be effective financial managers or advisors for small businesses, cooperatives or nonprofit organizations. Students will learn to use a variety of financial analysis techniques to assess the financial condition and performance of small businesses and nonprofit organizations. This course will give students an opportunity to apply the financial analysis techniques that were introduced in Managerial Accounting. Students also will develop skills in budgeting, cash management and financial planning for those businesses.

Prerequisite(s): CED 703

Minimum Credits: 2

CED 706 - Business Development

The planning and development of small business ventures is a core element of CED strategy. This course covers the preparation of business plans, market analyses, financing sources, basic financial statements in business planning and the impact of business development on community needs.

Prerequisite(s): CED 705

Minimum Credits: 2

CED 707A - Organizational Management for Community Organization

This course covers the skills required for effective management in democratically controlled, community-based organizations. Students undergo a self-analysis of their management styles and study models to be used to diagnose organizations. Topics include strategic planning, personnel management and board/staff responsibilities.

Minimum Credits: 2

CED 707B - Management and Leadership in CED

This course covers the skills required for effective management in democratically controlled, community-based organizations. Students undergo a self-analysis of their management styles and study models to be used to diagnose organizations. Topics include strategic planning, personnel management and board/staff responsibilities.

Minimum Credits: 2

CED 708 - Fundamentals of Co-Ops and Credit Unions

A cooperative is a flexible model for creating community-owned institutions. This course covers the start-up of a cooperative, membership issues, legal issues, tax and security issues, cooperative management systems and the educational components of cooperative development. Students review various types of cooperatives, including worker, consumer, credit and housing cooperatives.

Minimum Credits: 2

CED 709 - Marketing, Fundraising and Promotion

Nonprofit organizations must become more competitive to survive. Students learn how to analyze their communities and organizations in order to develop fundraising plans to make them more self-sufficient. The focus is on fund-raising strategies.

Minimum Credits: 2

CED 710 - Housing Development

This course includes market analysis and housing needs assessments, site selection and control, financial feasibility reports, the selection of a development team, methods of obtaining approval from various government entities, the identification of public and private subsidies, and various forms of ownership, including cooperatives and land trusts.

Minimum Credits: 2

CED 717 - Independent Study

Independent Study must be approved in writing by academic advisors prior to registration. This course is open to students who entered the program in 2009 and prior years.

Minimum Credits: 1 to 2

CED 717A - Independent Study

Independent Study must be approved in writing by academic advisors prior to registration.

Minimum Credits: 1

Maximum Credits: 3

CED 717B - Independent Study

Independent Study must be approved in writing by academic advisors prior to registration.

Minimum Credits: 1

Maximum Credits: 3

CED 722 - Negotiation Strategies

This course covers negotiation techniques and strategies for CED organizations and practitioners.

Minimum Credits: 1

CED 723 - Training of Trainers

This course covers the principles and methods of adult education. Equipping participants with the ability to become effective trainers in their communities is emphasized.

Minimum Credits: 2

CED 724 - Marketing Strategies

The purpose of this course is to provide students with a detailed understanding of marketing as a total system of interactive business activities. The focus is marketing strategies as they relate to the planning, promoting, pricing and distribution of goods and services in a market economy.

Minimum Credits: 2

CED 730 - Community Organizing and CED

Community economic development often requires an understanding of community organizing to successfully involve the community in the development process. This course acquaints participants with different models of community organizing. It also trains participants in specific organizing skills that can be used in their work as CED practitioners.

Minimum Credits: 2

CED 780 - Thesis

This is a required registration for MA students doing their thesis. This seminar helps students integrate the content of courses, and organize their work for a policy or management thesis, which includes: thesis policy and expectations, analysis of trends, critical literature review, framing feasible problems and the thesis question, effective design, rigorous analysis, the mechanics of reporting findings, and a policy or management thesis to coincide with completion of their course work.

Minimum Credits: 3

CED 791 - Project Design in CED

Community economic development practice relies on effective project planning and management. CED791 is the first in a 4-course Projects sequence. Over two years, students will define community needs objectively, design a CED project, implement it, document their experience, evaluate impact, and present their work to the academy as a Master's thesis. Throughout, students will remain in contact with peers and faculty online, post and review their work using distance education software; peer learning is a key element of the Projects curriculum. This semester, students will identify a community problem or issue, research the issue online and through library methods, analyze the issue in consultation with colleagues and community stakeholders, and develop a preliminary project design. Computer software competencies include Blackboard, word processing, spreadsheets for budgets and proformas, and graphics programs, library and Internet search engines.

Minimum Credits: 4

CED 792 - Project Planning in CED

CED792 is the second in a 4-course Projects sequence. This semester students refine their project design skills, and prepare a formal proposal as if to a national foundation or intermediary, and present it to the Academy. Students will objectively identify community needs, set forth a problem statement, propose an intervention strategy objectively supported by analyses and relevant literature on best practices, detail project goals and objectives, set forth the methods and timeline the activities for achieving objectives. Students learn how to incorporate MIS, monitoring and evaluation tools into a project plan. All work is regularly posted and reviewed online by peers. Added computer software competencies include data graphics, organizational charting, Gantt charting, and PowerPoint presentations.

Prerequisite(s): CED 791

Minimum Credits: 4

CED 793 - Project Management in CED

CED793 is the third in a 4-course Projects sequence. This second year participants will implement their project in a community, document their experiences and evaluate their impact. This semester addresses the project implementation phase of the sequence, which starts in the summer and extends through the 3rd and 4th terms. Implementation will follow the project goals, objectives and activity timeline set forth in the proposal. Regular progress reports and class presentations are required to monitor and track project implementation and management. All work is regularly posted and reviewed online by peers. Added computer software competencies include project tracking and Gantt charting using Microsoft Project.

Prerequisite(s): CED 792

Minimum Credits: 4

CED 803 - Qualitative Research Methods

This course is designed to familiarize advanced graduate students with a range of qualitative research methods, and prepare them to use these methods in writing dissertations, articles, and funding applications. Qualitative methods are an important tool in community economic development and serve to illustrate best practices, policy, estimate community impact or needs, and evaluate community-based organizations. This course will emphasize the use of qualitative methods, data collection and analysis, and cover topics on case studies, use of secondary sources, focus groups and in-depth interviewing, observational field research, and writing qualitative research reports.

Prerequisite(s): CED 801

Minimum Credits: 3

CED 804 - Evaluation Research Methods

ERM covers 2 core models with broad application to CED theory, policy, and practice: Scientific-experimental: experimental & quasi-experimental designs, objectives based research, econometric cost-benefit & cost-effectiveness analysis, and theory-driven evaluation. Participant-oriented: client, stakeholder, consumer-oriented evaluation. Other models are introduced: Management-oriented systems: PERT (Program Evaluation & Review Technique), CPM (Critical Path Method), Logical Framework (Logframe developed by USAID), General Systems Theory, Operations Research, applied Program Review (used by NRC). Qualitative/ anthropological: observation, naturalistic evaluation (aka Fourth Generation evaluation), qualitative analysis, critical theory, and Grounded Theory.

Prerequisite(s): CED 801

Minimum Credits: 3

CED 805 - Demography/GIS in CED Policy/Planning

Demography & Geographic Information Systems (DGIS) target secondary analyses of large data sets in CED planning and policy development. DGIS supports community needs assessments, development planning, policy analysis, research and evaluation. Demography topics include: Population analysis (growth, mortality, fertility, age structure, migration, settlement, density, forecasting techniques); population Issues (causes/consequences of population change, assessing population needs); economic

demography (economic consequences of demographic change in developing/developed countries); population & CED (poverty, inequality, stratification, mobility). GIS topics include: Research Techniques (data capture, index creation, analysis, presentation); CED mapping (analytical exercises using Census and Labor Statistics data to create maps blending layers of information with cartographic boundaries).

Prerequisite(s): CED 801 and CED 802

Minimum Credits: 3

CED 811 - Political and Economic Theory

This course surveys the history of social development as a background of social theory. It introduces students to the historical and theoretical political economy background to graduate studies in community economic development. Topics include the expansion of markets in Europe, agricultural transformation, discoveries, European domination of world trade, colonization, industrialization and urbanization, the church and the community, the state and the nation, and treatment of poverty and related institutions in different periods in history.

Minimum Credits: 3

CED 812 - Social Theory

This course establishes a foundation in critical theory for exploring the interdisciplinary theoretical domains relevant to the study of community economic development. Drawing on the dualities of agency and structure, micro and macro, and the individual and society, we examine theories of poverty, social capital, democratic organization and civil society, globalization and the social economy. The understanding of theory and its role in the development of policy is also considered.

Prerequisite(s): CED 811

Minimum Credits: 3

CED 813 - Community Economic Development Theory

This course builds on the previous theory courses. Participants will begin to formulate a basic theory of community economic development (CED). As part of developing a theory we will define a series of questions that must be addressed in the theory. We will also examine those theories that most closely relate to issues raised in community economic development, including: market theory, theories of poverty, location and space theories, political theories and 147organic148 theories based on the observation of practice. Given that CED draws on a wide variety of disciplines, the field is not suffering from a lack of theory. Many theories may apply to the field of Community Economic Development. The goal of this course is examine a variety of theories related to CED and better understand their relationship to the practice of CED.

Prerequisite(s): CED 812

Minimum Credits: 3

CED 814 - Contemporary Economic Theory

This is an introductory survey course on economic theory, economic principles, and their application to community economic development policy and strategy. It is designed to equip advanced students with an understanding of applied economics.

Students will examine the economic problems faced by communities and explore analysis, policy and practice strategies to address them. Emphasis is given to domestic and international economic development issues affecting underdeveloped and developing countries. Students with a strong graduate-level background in economics and CED may request waiver of this course.

Minimum Credits: 3

CED 815 - Social Inequality

Social inequality is at the core of community economic development policy and practice. The basic premise of this course is that any doctoral dissertation or thesis in CED must address, at some level, social inequality. This course is designed to lead doctoral and advanced MA students through an examination of how social scientists, policy makers, and practitioners conceptualize and

address (or fail to address) social inequality. As a wide-ranging examination of diverse perspectives on social inequality and of its diverse empirical manifestations (race, gender, ethnicity, among others), this course will lead each student to produce a comprehensive literature review on a topic directly pertinent to his or her dissertation or thesis interests. While many required readings are US-based, emphasis will also be placed on global perspectives. Students will be actively involved in shaping optional readings and the specific content of some sessions.

Minimum Credits: 3

CED 851 - Seminar in CED

A seminar course on contemporary CED issues, taught by members of the SCED faculty.

Minimum Credits: 3

CED 858 - Policy Analysis and CED

Policy Analysis and CED addresses linkages among public, social and economic policies constituting the policy environment of CED. The course covers theory, practice, and policy design, with an emphasis on the practice of policy analysis. A review of theoretical approaches to policy analysis includes case studies of environmental, health, educational, urban and poverty policies. The government's role in the main domains of social programs, social regulation in consumer protection and protection of civil rights are analyzed, along with the influence of grassroots politics, social movements and organizations on the policymaking process and policy outcomes.

Minimum Credits: 3

CED 859 - Advanced Policy Analysis in CED

This is the second of a two-part sequence on policy analysis. This sequence aims to provide a solid theoretical foundation for policy analysis from a CED perspective at national and international levels, and an applied foundation based on the skills for conducting policy analysis and sharpening the analysis of policy choices. It will present a framework that locates policy design within the larger study of politics, policy making and democracy. Students will analyze the role that social constructions have in determining the characteristics of policy designs. Students will also examine rationales for public policy, including market failure, and complementary analysis of government failure. Methods for identifying policy problems, establishing evaluation criteria, and review theory and policy models introduced in CED 858.

Prerequisite(s): CED 858

Minimum Credits: 3

CED 860 - Transformation of Development Organizations

This is a foundations course in nonprofit planning for experienced nonprofit managers. This course provides the underpinnings of nonprofit strategic planning and strategic management. It addresses the theory and practice of strategic planning, planned change, and strategic management in the organizational development of nonprofit development organizations, with a particular focus on community-based development organizations (CBOs) in the United States and nongovernmental organizations (NGOs) in the international arena. The connections between political and managerial approaches to organizational development and planned change will be considered. Participants are expected to engage in a strategic planning or planned change program in their work organizations or to support such work in other development organizations.

Minimum Credits: 3

CED 861 - Nonprofit Management

This is a foundations course in nonprofit management for experienced nonprofit managers. It approaches nonprofit management from the perspective of what effective community-based development organizations (CBOs, CDCs) and nongovernmental organizations (NGOs) should do well. The course is designed as an integrative experience for advanced graduate students to enhance both theoretical and practical knowledge. It presumes familiarity with nonprofit management,

public administration, program planning, the role of volunteer boards, staff and community stakeholders.

Minimum Credits: 3

CED 863 - Civil Society, Social Capital and Participation

This course focuses on the theme of "civil society" and how it relates to social capital and participation in the CED policy and practice arena. The purpose is to locate the concept of civil society in Smith, Marx and Weber, and make extended incursions into their respective studies of civil society. Armed with a familiarity with their original writings, students will be able to evaluate these references as well as draw their own. The course also seeks to historicize the concept of civil society to further the analysis of its current conceptualizations and practice.

Minimum Credits: 3

CED 864 - Advanced Financial Analysis for CED

This course helps managers to perform sophisticated analysis and interpret financial information for decision making and financial planning from a CED perspective. It includes detailed analysis of the budgeting process, including relating budget to organizational goals, and the accounting and financial methods employed by management for evaluating the health and overall performance of an enterprise (analysis of financial statements, ratios, trends, funding and capital structure, asset management, performance forecasts, calculations of financial positions), allocating capital resources (types of costs, cost analysis, cost of capital, time value of money, net present value, rate of return), cash management and cash flow analysis including long-term planning and variance analysis, profitability liquidity and solvency (ability to meet short-term obligations through revenue, long-term obligations through future revenue, and to attract and retain financing). This course is taught from the perspective of a CED nonprofit or for-profit subsidiary, and includes recent trends in mergers and acquisitions.

Minimum Credits: 3

CED 866 - Globalization, States and Community

The ever-changing relationship between globalization, states and communities is addressed in this course, and framed in terms of CED policy and practice.

Minimum Credits: 3

CED 881 - Independent Study

Enrollment in this course requires permission of the Doctoral Program Chair.

Minimum Credits: 3

CED 890A - CED Dissertation Sem I: Research Question

This is the first in a four-course sequence designed to prepare students for the culmination of the doctoral program: the dissertation. The course is designed to help students start thinking about a dissertation and understand the dissertation process. Over four semesters students are guided to develop a draft dissertation proposal (pre-dissertation proposal) to coincide with completion of their work. First year students have separate course work designed to help them frame their ideas into research plans. Second year students are required to submit a brief 10-page pre-dissertation proposal (dissertation pre-proposal 10pp) in order to pass CED 893. Once students complete the seminars and comprehensive exams, they use their 10-page pre-dissertation proposal and work with a Dissertation Committee Chair to craft a full dissertation proposal.

Minimum Credits: 3

CED 891 - Doctoral Continuation

CED891 is a required doctoral continuation registration for all doctoral students who have completed comprehensives, and are supervised by a dissertation committee chair. CED891 registration is under the student's dissertation committee chair, who monitors timely progress of dissertation research. Students generally register for doctoral continuation prior to their

dissertation defense.

Minimum Credits: 3

CED 892 - Advanced Dissertation Seminar I

This is the third course designed to prepare students for the doctoral dissertation proposal. These seminars help students integrate the content of methods courses, and acquire the tools for a dissertation proposal: dissertation policy and expectations, analysis of research trends, critical literature review, framing feasible problems and the research question, effective research design, rigorous analysis, the mechanics of reporting research findings, and a 10-page dissertation pre-proposal to coincide with completion of their course work. CED892 is designed to help students refine their research ideas by developing a research methodology to address their theory, research questions and hypotheses. It includes readings, presentations and active participation.

Minimum Credits: 3

CED 893 - Advanced Dissertation Seminar II

This is the fourth course designed to prepare students for the doctoral dissertation proposal. It also includes a fourth and final Lab in SPSS/Statistics with a focus on multivariate procedures This seminar helps students integrate the content of methods courses with an emphasis on effective research design, a rigorous analysis plan, the mechanics of reporting research findings, and a 10-page dissertation pre-proposal. Once students complete comprehensive exams, they use the 10-page dissertation pre-proposal to work with a Dissertation Committee Chair and Committee to craft a full dissertation proposal. It includes readings, presentations and active participation.

Prerequisite(s): CED 892

Minimum Credits: 3

CED 894 - Dissertation Proposal

CED 894 is a doctoral dissertation proposal hearing registration the semester that the PhD candidate plans to schedule a hearing to present and defend a dissertation proposal. It acts as a doctoral continuation registration for PhD candidates who are supervised by a Dissertation Committee Chair, working with an approved Dissertation Committee, and ready to present and defend a dissertation proposal. CED 894 is registered under the student's Dissertation Committee Chair in lieu of CED 891.

Prerequisite(s): CED 890A, CED 890B, CED 892, and CED 893

Minimum Credits: 0

CED 895 - Doctoral Dissertation

CED 895 is the final required doctoral dissertation defense registration. PhD candidates registering for CED 895 have substantially completed their dissertation research supervised by a Dissertation Committee Chair, and are deemed ready to present and defend their dissertation by their Dissertation Committee. CED 895 is registered under the PhD candidate's Dissertation Committee Chair the semester that the dissertation defense hearing is planned.

Prerequisite(s): CED 890A, CED 890B, CED 892, and CED 893

Minimum Credits: 3

Community Mental Health

PCMH 600 - Overview of Behavioral Health Services

In this course, students gain an understanding of co-occurring psychiatric disabilities and psychoactive substance abuse disorders, severe emotional disturbances affecting children and adolescents and their impact on the lives of people diagnosed

with these disabling conditions. This course also provides an overview of emerging policy and practice in behavioral health care, including the historical context in which service systems organize, finance and deliver care; the current approaches to comprehensive treatment and support; the impact of managed care; and community-building, advocacy and systems change. Topics are addressed from multiple perspectives, with a strong emphasis on the perspective of service recipients and their families, as well as service providers, policy makers and the community at large.

Minimum Credits: 3

PCMH 605 - Measurement & Advanced Assessment

This course will provide students with an overview of the principles and practice of measurement and advanced assessment in the helping professions. Students in this course will gain an understanding of the major theories underlying different approaches to psychological measurement, and the ethical and psychosocial issues involved in measurement. This course will focus on selecting instruments for gathering data and information, evaluating the utility of these instruments in terms of their psychometric properties including reliability and validity, and understanding and interpreting the results of clinical measures. Students will gain familiarity with the major measurement techniques for children and adults in the following areas: intelligence and educational testing, personality assessment, vocational and aptitude testing, strength based assessments, substance abuse, and other clinical issues such as mood, eating disorders, adaptive behavior and trauma.

Minimum Credits: 3

PCMH 610 - Helping Relationships

Students gain an understanding of the clinical process, from engagement to assessment, intervention, and evaluation. The focus is on the development of communication and consultation skills, in the context of major counseling theories. Skills are practiced in relation to working with individuals with significant mental health and substance abuse problems, their families, and other professionals. Skills covered include values clarification, establishing effective relationships, listening skills, team building, working with natural supports, mediation, negotiation and conflict resolution.

Minimum Credits: 3

PCMH 615 - Practicum

Students complete a 100-hour practicum involving skills-based practice and experience, primarily in the areas of introductory counseling and diagnosis and assessment.

Minimum Credits: 1

PCMH 621 - Community Resources and Rehabilitation

This course explores the concept of the whole community as a resource. It begins by exploring state-of-the-art approaches to community support services and treatment planning. Within the treatment planning process, it looks at how a wraparound approach to service delivery individualizes and strengthens outcomes in community-based services, by addressing both client skill and support needs. "Traditional" community resources such as entitlement programs, housing, education, vocational rehabilitation, legal, medical and social services are covered. However, the course emphasizes the need for practitioners to go beyond 'traditional' resources and to help individuals identify and access non-agency oriented community supports and services in order to promote community integration and membership.

Minimum Credits: 3

PCMH 635 - Clinical Skills I: Integrated Community Mental Health Treatment for Children, Youth and Families

This is the first of two courses designed to develop student knowledge and skills in community-based service approaches for children and adolescents experiencing severe emotional disturbances and their families. The course focuses on the applications of the values of integration, family integrity, child and family centeredness, choice and unconditional care. Students explore the principles of and develop the essential skills to provide wrap-around services, including individualized and flexible supports,

outreach, collaborative teaming and the use of natural supports. Approaches to in-home support; case management; educational and school-based services; foster care; crisis, housing and respite services; peer support and self-help; and medication management are covered. Students develop skills in individual needs and preference assessment, futures planning, skill teaching and resource development.

Minimum Credits: 3

PCMH 636 - Clinical Skills II: Integrated Community Mental Health Treatment for Children, Youth and Families

Students refine skills learned in PCMH 635. This course emphasizes involving family members, working with schools and other social service agencies, designing culturally relevant services, designing services relevant to children in different developmental periods and designing services for children and adolescents with multiple and complex needs. Students develop skills in crisis prevention and intervention. Ethical and relationship boundary issues in outreach support services are discussed.

Minimum Credits: 3

PCMH 645 - Clinical Skills I: Integrated Community Mental Health and Substance Abuse Services for Adults with Psychiatric Disabilities

This course provides a clinical and practical foundation for intervening with individuals with co-occurring mental illness and psychoactive substance use disorders. Essential epidemiological, etiological, assessment and intervention areas are covered. Students explore a variety of motivational and contextual dimensions, including empowerment, hope, recovery education and symptom self-management, self-help and therapeutic interventions. Family support, involuntary interventions, intervention networks and integrated clinical services will be addressed using a general systems theory approach.

Minimum Credits: 3

PCMH 646 - Clinical Skills II: Integrated Community Mental Health and Substance Abuse for Adults with Psychiatric Disabilities

This course integrates empirical and functional aspects of the therapeutic process when intervening with individuals with co-occurring mental illness and psychoactive substance use disorders. Students learn to employ core clinical interventions and treatments modalities. Students must demonstrate a high level of competence in clinical and psychosocial interventions used with co-occurring disorders will be examined closely. Ways an individual's experience of trauma complicates clinical work will be stressed. Unique ethical and boundary issues will be addressed.

Minimum Credits: 3

PCMH 650 - Internship I

Students complete a 300-hour clinical internship, in a relevant program or agency, under the supervision of a qualified field instructor. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites. Offered on a pass/fail basis only.

Minimum Credits: 3

PCMH 662 - Internship II

Students in the master's program complete a second 300 to 400-hour internship (a minimum of 100 hours per credit awarded) that focuses on the development of advanced clinical and counseling skills. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites. Offered on a pass/fail basis only.

Minimum Credits: 3

PCMH 663 - Internship III

Students in the master's program may complete a third 100 to 400-hour internship (one credit requires a minimum of 100 hours of internship; two credits equals 200 hours, 3 credits equals 300 hours, 4 credits equals 400 hours) that focuses on the development of advanced clinical and counseling skills. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites. Offered on a pass/fail basis only.

Minimum Credits: 3

PCMH 665 - Program Evaluation and Systems Research

This course introduces students to the principles and practices of program evaluation and systems research, including quantitative and qualitative research methodologies. Students become informed readers of research literature, develop a research proposal on a topic of interest and learn how to use data to evaluate individual clinical practice and program/agency outcomes. Methods for gathering information from and for key constituencies are emphasized.

Minimum Credits: 3

PCMH 666 - Professional Affairs and Ethics

This course covers significant practice-based challenges for the mental health professional. The course includes a review of ethical standards and guidelines that have been developed by various professions (e.g., mental health counseling, substance abuse counseling, human services, marriage and family counseling, psychology, and social work) and their practical application to day-to-day decision-making. It examines common tensions, polarities, and moral conflicts within which the counselor must exercise discretion and judgment, and explores the legal and ethical frameworks through which these decisions must be considered. Through discussion, role play, real-time case examples and guest speakers, this class provides students with the opportunity to deepen their understanding and commitment to professional standards and ethical guidelines for competent practice as a mental health counselor or program manager. This course will also introduce students to licensure standards, licensing process and legal issues in their respective states.

Minimum Credits: 3

PCMH 667 - Community and Systems: Analysis, Consultation and Change

Students examine the research on community systems and change, strategies for analyzing and understanding communities and service systems, and community organizing and advocacy approaches being used in the field. Students learn the consultation skills critical to promoting collaboration and change in systems and communities and complete a project that integrates the research literature with practical applications and action strategies in this area.

Minimum Credits: 3

PCMH 671 - Special Topics, Mental Health Counseling for Children and Families

This course covers emerging issues and trends in mental health counseling for children and families. It has clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.

Minimum Credits: 3

PCMH 672 - Management of Behavioral Health Services

This course explores aspects of leadership and management roles with behavioral health organizations. It provides an introduction to such topics as personal management and self-awareness, managed care, and organizational dynamics, change and leadership. Students also learn about basic aspects of managing organizations, including financial management, risk management and strategic affiliations.

Minimum Credits: 3

PCMH 673 - Mental Health Counseling for Adults

This course covers the emerging issues and trends in mental health counseling for adults with mental health issues. It has a clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.

Minimum Credits: 3

PCMH 674 - Special Topics, Mental Health Substance Use Counseling

This course covers emerging issues and trends in mental health counseling for persons with substance use disorders. It has a clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.

Minimum Credits: 3

PCMH 675 - Co-Occurring Issues for Children and Families

This course focuses on three issues. The first is understanding families with a member who abuses substances. This includes an understanding of family systems, issues related to culture and ethnicity, the impact of domestic violence and effects specific to very young children. The second, specific interventions for youth who are abusing substances, includes strategies for providing intensive treatment options in the community, developing pro-social behaviors and legal issues that affect minors. The third, system and community issues, includes ways to address cross-social service system treatment barriers and community education and mobilization.

Minimum Credits: 3

PCMH 676 - Physiology of Addictions and Psycho- Pharmacology

This course covers the physiology of addictions and the effects and prevalence of major addictive and abused substances. Students develop an understanding of withdrawal symptoms and detoxification protocols. Students also gain a working knowledge of major medications used to treat psychiatric, substance use and co-occurring disorders and basic medical problems for which referrals should be made. Educating individuals and their families on medication benefits and side effects is emphasized.

Minimum Credits: 3

PCMH 677 - Special Topics, Management and Policy

This course covers national policy issues (e.g. health care reform) and emerging issues and trends in behavioral health management (e.g. managed care, quality improvement, risk management, and customer and stakeholder involvement) that affect mental health counselors and managers in behavioral health settings.

Minimum Credits: 3

PCMH 680 - Diagnosis, Assessment & Psychopathology

This course provides an overview of standard assessment and diagnostic methods in mental health counseling, which includes the classification, description and differential diagnosis of mental health and substance use disorders. Students will develop the capacity to use a systematic inquiry process for obtaining and evaluating important and accurate information during assessment. Students will gain a practical, working knowledge of the DSM-5, as well as skills to assess strengths, mental status, and trauma. The role of hypothesis formulation and hypothesis testing will be considered, along with the etiology and treatment indications for various disorders. Ethical, cultural and other issues and biases related to assessment and psychopathology are discussed.

Minimum Credits: 3

PCMH 682 - Human Development

This course reviews significant research findings and theory about human development. Building a multidimensional framework for understanding development process and dynamics and for predicting challenges associated with life transitions is emphasized. The interplay of the biological, cognitive, social and cultural influences of each aspect of development also is stressed.

Minimum Credits: 3

PCMH 683 - Group Process

This course enables participants to acquire knowledge about theory and a way of thinking about and working with small groups. It is based on the assumption that experiential learning is the most effective way to get acquainted with a new and challenging topic. The course combines presentations of various theoretical issues related to group work with structured learning experiences that enable the application of newly acquired content in familiar contexts.

Minimum Credits: 3

PCMH 685 - Social and Cultural Foundations

This course focuses on the interaction between society and the individual. Students gain an understanding of issues related to race, gender, age, disability, sexual orientation, ethnicity, culture and religious preferences and develop the knowledge and skills for culturally competent practice in behavioral health services.

Minimum Credits: 3

PCMH 686 - Career and Lifestyle Development

This course reviews the major theories of career counseling. It explores life factors and roles that influence decision-making and reviews community and informational resources for career development. It also covers major career- counseling techniques and programs for the general population and for people with disabilities.

Minimum Credits: 3

PCMH 687 - Marriage and Family Therapy

This course offers an overview of prominent approaches for working with couples and families, including psychodynamic, behavioral, communication-based, experiential, multi- generational, structural, systemic and strategic approaches. Special attention is given to research-based strategies for working with families in which one or more members have a long-standing disabling condition.

Minimum Credits: 3

PCMH 688 - Counseling Theory

This course will provide students with an overview of several formal theories of counseling and psychotherapy. Many of the major theories will be explored. Among the theories to be covered are RET, TA, Gestalt, Person-centered, Psychoanalytic, Bowen Systems Theory, Adlerian, Narrative Brief-Treatment approaches. We will consider the key concepts of each theory, and application practices. A wide range of teaching and learning methods will be used to facilitate learning. Most importantly, this will include case study review and skill-based practice.

Minimum Credits: 3

PCMH 689 - Early Childhood and Infant Mental Health

This innovative new course provides an overview of the latest assessment and intervention techniques used with infants, very young children and their families, with a strong emphasis on social and emotional development and mental health. Students will gain an understanding of the impact that early trauma, family violence, poverty and development disabilities can have on young children. Students will establish a context for working with young children in various community settings.

Minimum Credits: 3

PCMH 690 - Master's Project

Students must write a significant paper that is a literature review in an emerging area of clinical practice; a review and analysis of a policy issue or trend; a program design, development or evaluation; a system change strategy plan or analysis; or a grant proposal. Students are expected to integrate relevant literature, concepts and theories from their courses.

Minimum Credits: 2

PCMH 692 - Elders: Mental Health/Substance Abuse

Americans over the age of 65 are a fast growing segment of the population. A significant percentage of elders have mental health or substance abuse concerns. This course is designed to better prepare mental health and substance abuse counselors and other related professionals for the treatment and support of elders. Students will gain knowledge of specific strategies for screening, assessment, and treatment of elders, including attention to: situational concerns such a loss, grief and social isolation; issues of trauma and elder care; differential diagnosis of new vs. existing conditions; symptoms related to dementia and Alzheimer's; mental health issues related to depression, mental illness and changes in executive function; substance use issues, including interactions with medications, and other related medical conditions. Students also will gain an understanding of the larger service systems and community resources available to elders.

Minimum Credits: 3

PCMH 710 - Independent Study

This course is intended to be designed independently by a Program in Community Mental Health graduate student, in concert with an instructor, and with program approval. The independent study may address a clinical, management or research topic, either to meet a specific course category needed for licensure that is not otherwise covered within the curriculum or to allow the student advanced study in an area of interest.

Minimum Credits: 3

Corporate Social Responsibility

CSR 510 - Strategic Corporate Social Responsibility

Businesses are increasingly integrating corporate social responsibility strategies into every functional domain. Financial, social, ethical and environmental issues are all part of a proactive approach to corporate social responsibility management. This course focuses on strategic CSR, defined as corporate strategy that is integrated with core business objectives and competencies to create positive social change and business value. Students will leave this class armed with a tool set of best strategic practices and the skills to analyze, develop, and make recommendations for implementing strategic CSR in their own companies and industries.

Minimum Credits: 3

CSR 610 - Business Ethics and Culture

Business Ethics and Culture explores the main concepts and theories in the business ethics field and provides students with decision-making frameworks and practical tools. It aims to develop the capacity of students to critically engage with issues of human rights, environmentalism and sustainable development, consumerism, and the role that corporations play in politics, and places these within different philosophical and cultural perspectives.

Minimum Credits: 3

CSR 620 - Corporate Governance and Accountability

A proper governance framework is fundamentally important in enhancing the economic performance not only in individual firms but also in promoting welfare in society. Companies need to be accountable to wider stakeholder interests and within the

context of corporate social responsibility. The number of stakeholders involved in governance systems is constantly increasing. Government and other regulatory agencies provide the platform through legislation, and boards of directors, auditors, shareholders, accounting professionals, company secretaries and employees all play their individual roles. The goal of this course is to introduce students to a wide range of accountability issues and governance procedures in the context of social contact.

Minimum Credits: 3

Culinary

TCI 2ST1 - Italy: Culture and Cuisine

The two week immersion into the Italian culture and traditional cuisine will feature five culinary labs and five baking labs at the Istituto di Arte Culinaria in Orvieto Italy, under the direction of Chef Lorenzo Polegri. Class will meet four times prior to the trip to assimilate/discuss the culture, the products and production of regional products and the history of the Etruscan Culinary history of Italy and the other regions of Italy.

Minimum Credits: 3

TCI 109 - Food Purchasing

This course uses student research, lectures and guest speakers to examine the various grades, types and varieties of fresh and processed fruits, vegetables, meats, fish, shellfish, poultry, dairy products and various sundry items, and the methodology of purchasing food in large quantities. This course integrates student research with applied learning activities conducted through the Hospitality Center receiving department and Hospitality Center special events. Students will acquire in-depth knowledge of centralized procurement, writing specifications, product identification, packaging and pricing. Offered every year.

Minimum Credits: 3

TCI 110 - Culinary Skills and Procedures

This is a foundation course for students embarking on culinary careers. It emphasizes basic cooking techniques, culinary terminology and the proper uses of culinary tools. A typical class consists of a classroom lecture and demonstration of food preparation by the instructor followed by hands-on food production by the students. Goals of the course include learning the importance of detailed organization, or "Mise en Place," correct cooking procedures; and appropriate attitudes towards the culinary profession as developed by the culinary program and the American Culinary Federation. Offered as needed.

Minimum Credits: 3

TCI 111 - Progressive Culinary Techniques/Menu Imp

Food Production continues TCI 110 with lectures and demonstrations to strengthen students' backgrounds and knowledge of cooking techniques and their application to a variety of products. Sauce production and meat fabrication will be studied in more detail. Students also produce multicourse American menus. Appropriate readings and written assignments are offered as needed.

Prerequisite(s): TCI 110

Minimum Credits: 3

TCI 113 - Fundamentals of Baking

This course defines basic baking terminology, ingredients and methods. Techniques discussed in each class session are applied to the actual production of baked items, including yeast breads, puff pastry, Danish dough, quick breads, éclair paste, tarts and pies. Students will be asked to analyze the components of each baked good and will learn how to evaluate the finished product.

Proper sanitation and safety techniques in the bakery will be emphasized. Offered as needed.

Minimum Credits: 3

TCI 114 - Intermediate Baking

This course is a continuation of TCI 113. A lecture and lab format is used to introduce students to techniques used in the production of chiffon, Bavarian creams, mousses, pastry cream and other fillings, phyllo dough products, cakes and icings. Basic cake decorating techniques also are introduced. Offered as needed.

Prerequisite(s): TCI 113

Minimum Credits: 3

TCI 116 - Safety and Sanitation

This course examines the fundamentals of sanitation in foodservice operations. Techniques of proper sanitation and safety will be studied and practiced. Students will become familiar with HACCP, Federal, State, and Local sanitation and safety requirements. Topics studied include the importance of proper sanitation procedures, purchasing and receiving of safe food. Emphasis is placed on the elimination of cross-contamination and harmful pathogens. Management strategies demonstrate the importance of the integration of pest management, employee sanitation and safety training and proper safety and security measures. The NRA Serve Safe Sanitation Exam, a degree requirement, is given to students during the course.

Minimum Credits: 3

TCI 167 - Nutritional Cooking

Through this course, the student will develop knowledge toward a cohesive concept of health. Because the majority of all diseases and illnesses is directly related to lifestyle, emphasis is on day-to-day living and the individual's responsibility to and for himself or herself. Contemporary nutritional theories are applied in the production lab, where students practice various dietary menus. Offered once a year.

Minimum Credits: 3

TCI 208 - New American Cuisine

This course is designed for students to gain knowledge of the properties of the new American cuisine and to create lighter, healthier foods for consumption and home preparation. Offered as needed.

Prerequisite(s): TCI 111

Minimum Credits: 3

TCI 211 - Italian Cuisine

Students will strengthen their cooking skills and techniques by producing food to be served in the public restaurant and banquet facilities. Students will rotate through each station of the kitchen, practicing the skills and techniques learned in TCI 110 and TCI 111. In addition to the strongly emphasizing classical cooking techniques, the course will provide students with production experience in breakfast cookery, salads and dressings, hot and cold hors d'oeuvres, canapés, sandwiches, cheeses and a la carte desserts. The development of production techniques, timing and organizational skills are emphasized. Offered as needed.

Prerequisite(s): TCI 111

Minimum Credits: 3

TCI 217 - Classical Cuisine

Students prepare products using classic recipes from specific regions in France. They learn the cooking techniques that have been proven over time and how regional influences have helped shape the foods indigenous to French cooking. Food is prepared in this class for a la carte service in the public dining room of the Hospitality Center. Offered every semester.

Prerequisite(s): TCI 111

Minimum Credits: 3

TCI 218 - International Cuisine and Service

In this production class, students prepare the cuisine of six different nationalities. Middle Eastern, Latin, Bavarian, Italian, Chinese and Asian cuisines are practiced and a set menu is provided for service in the culinary dining room. All facets of a country's cuisine, from appetizers through desserts, are studied. Offered every semester.

Prerequisite(s): TCI 111

Minimum Credits: 3

TCI 220 - Charcuterie

This course introduces students to all aspects of the cold kitchen. The course begins with an overview of the history of garde manger and the proper selection, care and handling of ingredients. Students are encouraged through their lab work to demonstrate an understanding of classical garde manger techniques. Each lab begins with a class lecture on the day's topic followed by an instructor's demonstration. Students then work on projects based on the lecture and demonstration. Content area includes: cured and smoked foods, charcuterie, terrines and pates, aspic and chaud froid, cheese, hors d'oeuvres, appetizers, cold sauces and condiments. Basic ice carving and buffet layout are covered. Required outside study will include French and English terminology associated with garde manger and readings in the textbook. This course is designed to study purchasing, receiving, evaluating and proper storage procedures of meats. Emphasis is placed on primal and subprimal cuts, federal inspections, grading yields, and the classifications of meats, poultry and game. Laboratory activities include hands-on fabrication of pork, beef, poultry, lamb and veal.

Prerequisite(s): TCI 111

Minimum Credits: 3

TCI 224 - Skills of Meat Cutting

This course is designed to study purchasing, receiving, evaluating and proper storage procedures of meats. Emphasis is placed on primal and subprimal cuts, federal inspections, grading yields, and the classifications of meats, poultry and game. Laboratory activities include hands-on fabrication of pork, beef, poultry, lamb and veal.

Prerequisite(s): TCI 111

Minimum Credits: 3

TCI 227 - Quantity Bakery Production

This course is a production-based lab engaged in large quantity baking for the wholesale market that reinforces skills and competencies from TCI-113 and TCI-114. Students apply culinary math techniques to determine baking formulas for specific yields, and perform yield tests to insure accuracy and consistency of products. Finishing techniques and proper sanitary handling of finished goods will be emphasized. Lectures will reinforce proper procedures in mixing, make-up and baking methods. Students will be required to evaluate and critique each item prepared to enhance the quality, appearance and salability.

Prerequisite(s): TCI 114

Minimum Credits: 3

TCI 230 - Retail Baking

This lab and service course provides students with the opportunity to produce and merchandise bakery products for sale to the public. Students will research, develop and produce products to augment the basic menu of the public coffee and pastry shop. Offered as needed.

Prerequisite(s): TCI 114

Minimum Credits: 3

TCI 233 - Classical Baking and Plate Composition

Students in this course will expand on the baking knowledge they attained in the previous two courses. Students will become more proficient in baking techniques through lectures, demonstrations and participation in baking labs. More emphasis is placed on classical terms, desserts, terminology, equipment and techniques. Particular emphasis is given to decorative projects.

Offered once a year.

Prerequisite(s): TCI 114

Minimum Credits: 3

TCI 235 - American Regional Cuisine

This course explores the historical implications of the development of regional American cuisines and their effects. Diverse ethnic backgrounds and regional availability and their roles in the development of truly American dishes are explored. Students will assemble and produce menus that encompass cuisine from a region's earliest beginnings to a variety of food that is prepared today. Offered once a year.

Prerequisite(s): TCI 111

Minimum Credits: 3

TCI 237 - Menu and Facilities Planning

Since a menu is the focal point of any food service operation, proper menu planning is vital for success. This class is structured to give students a firm working knowledge of menu-writing techniques. Color, layout, design and merchandising tools as they pertain to different establishments are discussed. Students participate in actual menu design and facilities layout of a food service establishment based on specifications developed as part of a class project. Offered once a year.

Minimum Credits: 3

TCI 238 - Cake Decorating

This course builds on the introduction of cake preparation and icing technique instruction delivered in TCI-114 Intermediate Baking. Through weekly lecture and lab sessions, students will reinforce cake mixing and baking skills. Basic tiered construction and support devices will be discussed and applied to multi-tiered cake projects. Buttercream, royal icing and rolled fondant application, and decorating techniques using the pastry bag and icing tips, stencils, color-flow transfer, fondant decoration, and an introduction to gumpaste flowers will be covered.

Prerequisite(s): TCI 114

Minimum Credits: 3

TCI 240 - Advanced Pastry

This practical lab course introduces students with an interest in baking to more advanced mediums used for decorative pastry items. Each class session begins with a discussion of a specific medium and the scientific principles governing its manipulation. Students are presented with a basic recipe and technique and are given lab time to develop their skills with each medium. Ways to incorporate the item of the day into a more elaborate showpiece also are taught. Offered as needed.

Prerequisite(s): TCI 114

Minimum Credits: 3

TCI 250 - Dining Room Management

This course will focus on the basic principles of supervising a food service operation. Management theories will be explored in the context of a changing service industry. Hiring, training, motivating, directing, delegating and solving problems as a chef-manager will be emphasized. Offered as needed.

Minimum Credits: 3

TCI 256 - Food and Beverage Cost Control

This course reviews the computational arithmetic skills required for accurate food service preparation, operation and management. The methods used to solve mathematical problems that relate to food service operations are stressed. Topics covered include operations with whole numbers, fractions, decimals, percents, weights and measures, recipe conversion, menu pricing, food cost, inventories, break-even analysis and financial statements. Use of a calculator is stressed. Offered once a year.
Minimum Credits: 3

TCI 270 - Visiting Chef

This elective course offers students exposure to industry chefs who share their knowledge in a variety of culinary mediums.
Prerequisite(s): TCI 111 or TCI 114
Minimum Credits: 3

TCI 280 - International Baking and Desserts

Students will research and learn how different baking techniques have been applied around the world historically, and how they have evolved into the signature desserts and confections that are identified regionally. There will be lecture and classroom discussion around how immigration, emigration and world colonization have impacted cuisine development globally. Students will explore how climate, terrain, colonization and religion can affect the development and evolutions of cuisines through desserts. The chef will lecture on and demonstrate different international products and techniques and on their use in the appropriate cuisines.
Prerequisite(s): TCI 114
Minimum Credits: 3

TCI 285 - Artisan Breads

This course defines the terminology and techniques utilized in the production of a variety of yeast breads. Emphasis will be placed upon proper mixing, proofing, finishing, and baking techniques. Students will be required to analyze the components of the bread dough at its various stages, and to evaluate the finished product. The sequential steps that are essential to successful bread making will be discussed in lecture and applied in daily production. The course will provide the information, tools and instruction necessary to gain proficiency in the preparation of a variety of rustic breads including; Rustic Black Olive and Pepper Rounds, Country Sourdough Boule, Ciabatta, Crusty Italian, Parisian Baguettes and Vienna Bread.
Prerequisite(s): TCI 114
Minimum Credits: 3

TCI 295B - Comprehensive Assessment Seminar-Pastry

This course reviews the major course competencies required by the American Culinary Federation accreditation for the program and prepares the student for comprehensive written and practical testing to demonstrate the competencies. Upon successful completion of the practical cooking exams, students will be eligible for Certified Pastry Cook through the American Culinary Federation.
Minimum Credits: 3

TCI 295C - Comprehensive Assessment Seminar-Cook

This course reviews the major course competencies required by the American Culinary Federation accreditation for the program and prepares the student for comprehensive written and practical testing to demonstrate the competencies. Upon successful completion of the practical cooking exams, students will be eligible for Certified Cook through the American Culinary Federation.
Minimum Credits: 3

TCI 320 - Baking for the Restricted Diet

The cause, effect and current research attributed to diabetes, heart disease, gluten and other food allergies, Crohn's disease, colitis and IBS will be the focus of lectures. Students will then prepare and evaluate baked goods and desserts in the baking lab that fulfill each restrictive diet criteria. Emphasis is placed on a thorough understanding of the underlying disease and its relationship to diet, and the development of satisfying products that maintain the constraints of a restricted eating plan.

Prerequisite(s): TCI 114 and TCI 167

Minimum Credits: 3

TCI 330 - Media of Culinary Artistry

This class will explore the various forms of media and their impact on the industry throughout history. We will focus on press, radio, film and software applications. Topics covered include writing recipes for the print media, identifying leading media figures in the culinary industry, demonstrating techniques necessary for the production of a culinary video, understanding the applications of training videos in the work environment and critiquing cooking shows for content and entertainment value.

Prerequisite(s): TCI 111 and TCI 256

Minimum Credits: 3

TCI 340 - Spirits and Mixology Management

This course is designed to teach students the skills of making, pricing, and making a profit from alcoholic beverages. This class has a lab component that emphasizes the importance of the skills of bartending to food service operations. Throughout history alcoholic beverages have played an important role in most cultures. As civilization developed, the inns, alehouses, and taverns were central to the growth of towns, travel, and the communication of ideas. This course is designed to give the student an overview of these topics and also cover mixology and bartending.

Prerequisite(s): TCI 256

Minimum Credits: 3

TCI 371 - Food Styling and Presentation

This course is designed to study the trends of food presentations and plating techniques. The course examines the fundamentals of food styling with a modern influence of art and design.

Minimum Credits: 3

TCI 390 - Culinary Cooperative Education

This is a guided cooperative education experience for integrating study and experience. Students are contracted to maintain employment for a minimum of 240 hours over a pre-determined length of time with specified starting and ending dates (usually a three- to four-month summer season) working at an approved food service operation. Open to culinary students only.

Offered every year.

Prerequisite(s): TCI 111, TCI 114, and TCI 116 or permission of instructor

Minimum Credits: 2

Maximum Credits: 3

TCI 410 - Cooking Without Recipes

This course is a production and hands on course. Students will be faced with a mystery basket style experience on a weekly basis. This will test their creativity, organization and teamwork abilities. The class will come together to evaluate the product given, look at menu restrictions given for the day by the professor, and create lunch or dinner style dish. Students are encouraged to enhance their skills of cooking techniques like grilling/broiling, roasting, sautéing and deep-frying.

Prerequisite(s): TCI 218 or TCI 233

Minimum Credits: 3

TCI 420 - Sugarcraft and Cake Design

This course allows students to further develop their ability in creating realistic flowers, leaves, and decorative elements using a variety of sugar pastes, food color painting techniques, and floral arranging concepts. A review of the various types of sugar mediums and their application in cake design will be discussed. The unique tools of the trade will be introduced, and lab time will afford students the opportunity to create a range of floral sprays and practice of decorative techniques on sugar paste. Students will create a finished cake for their final project, incorporating a floral design of their choosing.

Prerequisite(s): TCI 217 or TCI 233

Minimum Credits: 3

TCI 430 - Dietetics and Spa Cuisine

This course introduces students to the world of spa, taking a comprehensive look at subjects ranging from the history and cultural development of spas to spa terminology and financial realities. The course takes students through a typical day from a spa director's perspective, examines the qualities of outstanding service, and discusses industry trends and future directions. It is also intended to build a greater awareness and understanding of today's health conscious and educated food service patron. It addresses the marriage of nutrition and the imaginative, flavorful cuisine demanded by today's consumer.

Prerequisite(s): TCI 167 and TCI 256

Minimum Credits: 3

TCI 440 - Catering and Banquet Management

The classroom portion of this course will focus on the advanced principles of supervising/developing/marketing a food service operation that is either off-site or is served in a separate room. Management theories will be explored in the context of off-site catering or Banquet execution: Developing Systems and Controls, Purchasing Matrixes, Targeted Marketing Plans, Client Service and Problem Solving are emphasized. As well as Regulatory Needs, Staffing and Equipment Needs.

Prerequisite(s): TCI 111 and TCI 256

Minimum Credits: 3

TCI 480 - Independent Study

This course allows a student to independently study a subject not included in the curriculum or one that is in the curriculum but not offered. Offered every year.

Minimum Credits: 3

Economics**ECO 101 - Economics of Social Issues**

This course will introduce students to economics of social issues, focusing on today's most pressing social and economic problems from both a domestic and global perspective. First, students will trace the development of our economic society from the Middle Ages to the present in order to gain a perspective on why our present day economy is the way it is and where it may be headed. Next, participants will examine issues of, but not limited to, environment, healthcare, and the equity of income distribution using tools of macro and microeconomic analysis. Other areas of possible inquiry and analysis could include abortion, gay marriage, drug and alcohol use, assisted suicide, military draft, gun control, bribery, or any other area of inquiry which a student may choose. Students will be required to select a social and/or economic issue of their choice for a semester long study and will present the results of their work and recommendations for public or private action. This is a writing intensive course. Open to non-business majors only.

Minimum Credits: 3

ECO 201 - Microeconomics

This course examines the role of economic systems in allocating scarce resources to satisfy the needs and wants of individual members of a society. After a brief exposure to alternative economic systems, the focus becomes the nature and performance of American capitalism. Primary emphasis is placed upon the development of models that explain the behavior of consumers, producers and resource suppliers in various market structures.

Prerequisite(s): MAT 130, MAT 140, MAT 210, MAT 240, or MAT 106 and MAT 206

Minimum Credits: 3

ECO 202 - Macroeconomics

This course explores the manner in which the overall levels of output, income, employment and prices are determined in a capitalist economy. The focus is on the forces that act to shape these factors and determine their fluctuations. The role of government fiscal and monetary policy in influencing the level of economic activity is also a major area of study. The impact of international transactions on the domestic economy also is discussed.

Prerequisite(s): MAT 130, MAT 140, MAT 210, MAT 240 or MAT 106 and MAT 206

Minimum Credits: 3

ECO 301 - Managerial Economics

This course applies economic theory and quantitative techniques to solving business decision problems. The principal economic framework is that of microeconomics and covers such topics as demand, production, cost and market structures. Regression and linear programming are the main quantitative tools developed in the course. Computer applications are a required part of the course.

Prerequisite(s): ECO 201, ECO 202 and ACC 102 ACC 214 or ACC 202 MAT 18, MAT 220, MAT 250 or MAT 240

Minimum Credits: 3

ECO 306 - Money and Banking

This course covers three broad areas. The first is the banking industry's regulations and internal operations. The second area focuses on the banking industry's role in the national economy, including monetary policy and its macroeconomic effect on prices, employment and growth. International banking is the third area covered and includes an overview of institutional arrangements and the effects of international banking on the world economy. Writing intensive course.

Prerequisite(s): ECO 201 and ECO 202

Minimum Credits: 3

ECO 322 - International Economics

International Economics develops and explores alternative explanations for the determinants of international trade and financial flows. Emphasis is placed on analyzing the cause and effect of such international phenomena as trade patterns, factor mobility, direct and portfolio investment, multinational corporations, balance of payments disequilibria, and government trade and exchange controls. The course highlights the interdependence of nation-states in the world economy and the development of national policies that are designed to alter or control the pattern of international trade and investment. Global marker.

Prerequisite(s): ECO 201 and ECO 202

Minimum Credits: 3

ECO 325 - Economics for Hospitality Students

Topics in economics will be selected and designed for study by students in the bachelor of applied science in hospitality administration program. Open only to students in the BASHA program.

Minimum Credits: 3

ECO 327 - Economic Development

Economic explanations for development and underdevelopment are studied in this course. The course focuses on the problems that less-developed countries face and on alternative approaches to addressing these problems. Global marker.

Prerequisite(s): ECO 201 and ECO 202

Minimum Credits: 3

ECO 330 - Public Finance

This course examines the economic rationale for government provision of goods and services in a market system. Efficiency criteria for evaluating government programs, tax policy and the current U.S. tax structure also are studied.

Prerequisite(s): ECO 201 and ECO 202

Minimum Credits: 3

ECO 335 - Urban and Regional Economics

This course looks at the causes of urbanization and the growth of regional economies. Problems arising from urbanization, their effects on local economies and the government's role in solving them are explored.

Prerequisite(s): ECO 201 and ECO 202

Minimum Credits: 3

ECO 345 - History of Economic Thought

This course analyzes the evolution of economic theory. Schools of thought covered include mercantilism, classical political economy, Marxist political economy, neo-classical and Keynesian economics and institutionalism. Through this survey, the course seeks to emphasize the historical origins of modern theories and debates.

Prerequisite(s): ECO 201 and ECO 202

Minimum Credits: 3

ECO 360 - The Rise of Modern Asia

This course describes and explains the emergence of modern nations in Pacific Asia. History, geography and cultural traditions are examined and related to the economic development of Pacific Asia. Global marker.

Prerequisite(s): ECO 201 and ECO 202

Minimum Credits: 3

ECO 375 - Economics of Professional Sports In the U.S.

This course employs the models and theories developed in microeconomics to study the sports industry in the United States. The course applies three areas of economic theory to the study of professional sports (baseball, basketball, football and hockey) as well as intercollegiate sports. The three areas of economic theory utilized are industrial organization, public finance, and labor economics. Industrial organization theory is used to analyze the types of competition and market structure that exist in the sports industries. The analysis includes an exploration of the costs and benefits of market power as well as the role of the media and the government in the operation of sports franchises and leagues. Public finance theory is used to explore how cities have tied economic development to sports franchises, to analyze the impact of tax-based funding of stadiums, and to evaluate the costs and benefits of sports franchises to their community. Labor economic theory is used to investigate labor conflict and collective bargaining in professional sports as well as the role played by discrimination in professional sports labor markets. Finally, the course explores the existence of the unpaid professional student-athletes and their employer, the NCAA.

Prerequisite(s): ECO 201

Minimum Credits: 3

ECO 402 - Intermediate Macroeconometrics

This course develops models of short-to-medium-run fluctuations in overall economic activity as well as long-run models of economic growth of a nation. The former category of models includes the Keynesian, New Classical, and New Keynesian frameworks. Particular emphasis will be placed on the New Keynesian model. Empirical testing of the models using computer software will involve the statistical analysis of macroeconomic data. The primary econometric tools for analyzing this data will be regression and its extensions and modern time series analysis. Long-run models of economic growth including the Solow model and the Romer model will also be examined.

Prerequisite(s): ECO 301

Minimum Credits: 3

ECO 480 - Independent Study

This course allows the student to investigate any economic or finance subject not incorporated into the curriculum.

Prerequisite(s): ECO 201, ECO 202 and MAT 18, MAT 220, MAT 240 or MAT 250

Minimum Credits: 3

Maximum Credits: 6

ECO 490 - Economics Finance Internship

The economics/finance internship option is a semester of supervised career-related work experience. Students are required to prepare monthly on-the-job reports and a final written analysis in a case-study format.

Minimum Credits: 3

Maximum Credits: 12

ECO 500 - Managerial Economics

Managerial economics involves applying economic theory and using the tools of decision science to examine how an organization can achieve its objectives most efficiently in the face of constraints. Background preparation: 6 credit hours in mathematics and 3 credit hours in microeconomics, macroeconomics and statistics or equivalent.

Prerequisite(s): QSO 510, MBA 501 and MBA 502

Minimum Credits: 3

ECO 610 - Fiscal & Monetary Policies & Practices

Students in this course examine the performance of the national economy and its impact on a firm. Students analyze the formulation and impact of monetary and fiscal policies and their relationships with money and capital markets. Background preparation: 6 credit hours in economics.

Prerequisite(s): MBA 502 and QSO 510, or equivalent

Minimum Credits: 3

Education

(All DEV and EDU courses may require students to complete off-campus field experience.)

EDU 7ST1 - Leading Curriculum

This course is a special topics course designed to help curriculum leaders, master teachers and administrators lead curriculum, instruction, and assessment initiatives in a school district or administrative unit. Curriculum leaders design research-based professional development programs; effectively communicate knowledge and skills to peers and other staff; help determine curriculum priorities, and evaluate progress toward curriculum goals. Leaders demonstrate the interpersonal skills necessary to

work cooperatively and effectively with individuals and groups.

Minimum Credits: 3

EDU 200 - Introduction to Education

This course gives students an overview of American education through analysis of its historical and philosophical roots. Contemporary issues in American education are emphasized. Non-education majors may use this course as a social science elective.

Minimum Credits: 3

EDU 208 - Assessment, Accountability and Teaching in the Classroom

This basic course for classroom teachers explores various techniques necessary for designing and implementing authentic measures to assess successful student learning.

Prerequisite(s): MUE 261, EDU 270, EDU 271 or EDU 220

Minimum Credits: 3

EDU 220 - Teaching Middle Grade Education

This course provides students with innovative and authentic learning experiences about middle-level education. Topics include team teaching, advising, integrating curriculum, active learning, cooperative learning, trackless classes, block scheduling, community service programs, health education, and full exploratory and concentrated curriculum.

Prerequisite(s): PSY 211

Minimum Credits: 3

EDU 235 - Learning with Technology

This course develops students' knowledge and skill with technology with the ultimate aim of using technology to enhance student learning and achievement. This course also introduces students to learning target (standards/outcomes) and a general model of curriculum development, implementation and assessment. Offered every fall and spring.

Minimum Credits: 3

EDU 245 - Lit for Children and Young Adolescents

This course offers an interpretive and critical study of literature that is appropriate for children from preschool through the eighth grade. The course will focus on the various literary genres, elements of fiction, authors and illustrators.

Minimum Credits: 3

EDU 270 - Foundations of Teaching and Learning

This course will introduce students to classroom structures that support differentiated instruction and other research-based approaches for effective teaching. Topics include lesson planning and reflection, state standards and grade level expectations, small group and whole group instruction, and assessment tools and strategies.

Prerequisite(s): EDU 200

Minimum Credits: 3

EDU 271 - Methods of Teaching Secondary Education

This course teaches students how to develop effective strategies for delivering content knowledge consistent with standards based learning. Strategies and delivery methods include constructivism, differentiation, peer group learning, cross-curricular lesson planning and writing across the curriculum. Students will promote literacy in the content areas by developing lesson plans that incorporate cognitive strategies for reading, writing, speaking, and viewing.

Minimum Credits: 3

EDU 293 - Field Experience

This course introduces future teachers to the profession through a variety of school-based experiences. Students have the opportunity to explore the nature of teaching and learning in K-12 classrooms through participation in approved field-based educational experiences such as visiting various programs, observing classrooms in action and working with practicing teachers. The course includes a weekly class meeting.

Minimum Credits: 3

EDU 312 - Writing Workshop for Educators

This class is designed to help future teachers to fine-tune their own writing, while they learn ways to incorporate writing into their teaching. The course inspires future teachers to enjoy the possibilities of writing in their classrooms, so their students will also. An examination of a wide array of useful classroom approaches will promote better reading and learning and support differentiation. Well-designed writing assessments promote critical thinking as well as higher levels of literacy. Topics will include prewriting techniques, using art and music to promote writing, unlocking the secret to assigning interesting and useful journals, techniques for painless peer editing, practices that streamline grading of papers, and how to find and incorporate excellent models for writing.

Prerequisite(s): EDU 200 and ENG 121 or ENG 200

Minimum Credits: 3

EDU 320 - Methods of Teaching English I

This course helps prepare students to teach English in middle and high schools. It emphasizes integration of reading and literature, speaking, listening, and writing. Students will learn how to select appropriate reading materials; prepare mini, daily, and unit lessons; organize collaborative learning; and design writing assessments. TCP acceptance is required.

Prerequisite(s): EDU 271

Minimum Credits: 3

EDU 326 - Methods of Teaching Social Studies

This course helps to prepare students to teach history, geography, economics, civics, and social science areas in grades 5 through 12. A variety of teaching methods prepare students to write lessons and prepare standards-based units that include other disciplines, formative and summative assessments and differentiate instruction. Students also prepare an action research proposal in this course. TCP acceptance is required.

Prerequisite(s): EDU 271

Minimum Credits: 3

EDU 330 - Mathematics Instruction/Young Children

This course covers the mathematical development of young children from birth to age eight as well as scientifically valid strategies for facilitating development in various areas, including, but not limited to: mathematical terminology, symbols, and representations; number properties and number; standard arithmetical operations; number operations and computational techniques; patterns, relations, and functions; type and properties of geometric figures; basic geometric concepts; relationship between standard algorithms and fundamental concepts of algebra and geometry; measurement instruments, units, and procedures for problems involving length, area, angles, volume, mass and temperature; collection organization, and analysis of data; and the application of mathematical reasoning to analyze and solve problems. This course covers both normative and non-normative development of mathematical skills. This course aligns with national and state standards and with NECAP. TCP acceptance is required.

Minimum Credits: 3

EDU 335 - Methods of Teaching Elementary Mathematics

This course is a study of mathematics taught in grades K-6 and the current methods for teaching this content. Extensive experience with manipulative materials is provided. Field experiences are required. TCP acceptance is required.

Prerequisite(s): MAT 106 and MAT 206

Minimum Credits: 3

EDU 361 - Emerging and Early Literacy: Grades K-4

The course will examine several major theoretical perspectives on literacy development from K through 4th grade. Students will explore and create literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds and with special needs will be integrated into the course content. TCP acceptance and junior standing or permission of instructor.

Prerequisite(s): EDU 200

Minimum Credits: 3

EDU 362 - Literacy in the Content Areas: 4-8

In this course, students study effective practices that support the development of reading comprehension and writing strategies for accessing information across content area subjects in grades 4-8. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements using the applications of strategic reading and writing. TCP acceptance is required.

Prerequisite(s): EDU 361

Minimum Credits: 3

EDU 363 - Literacy Facilitation for all Learners

This course focuses on the attributes of struggling readers and writers, on diagnosing difficulties and developing literacy intervention plans. Students do a case study by performing a literacy diagnosis of one struggling student, developing an intervention plan and beginning its implementation. TCP acceptance is required.

Prerequisite(s): EDU 361 and EDU 362

Minimum Credits: 3

EDU 370 - Science for Early Learners

This course applies developmental theory to the construction of curriculum and explores methods for teaching health and science. Students focus on preparing developmentally appropriate experiences that promote investigation, problem solving, and exploration. Methods of instruction and assessment are practiced. Attention will be given to designing constructivist lesson and unit plans that align with science literacy standards. TCP acceptance is required.

Minimum Credits: 3

EDU 375 - Middle School Science Methods

This course introduces the principles of the standards-based science curriculum, assessment, and methods of instruction. Students will develop an understanding of developmentally appropriate teaching and classroom management for the middle school years. TCP acceptance required.

Minimum Credits: 3

EDU 419 - Int Soc Sty/Arts in Elem Schools

This course will explore developmentally appropriate strategies for incorporating movement, music, drama, and the visual arts with the content, processes and attitudes of social studies. Curriculum content, materials, instructional strategies, and organizational techniques for integrating social studies and fine arts in early childhood and elementary grades will be addressed. TCP acceptance is required.

Minimum Credits: 3

EDU 440 - Differentiating Instruction

This course will examine processes for differentiating instruction to maximize learning by creating different learning experiences in response to students' varied needs. Special Education, English Learners, and cultural and linguistic diversity will be covered. TCP acceptance is required.

Minimum Credits: 3

EDU 480 - Independent Study

This course allows the student to investigate any education subject not incorporated into the curriculum.

Minimum Credits: 3

EDU 490 - Student Teaching and Seminar

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes seminars at the university. TCP acceptance is required.

Minimum Credits: 12

EDU 491 - Advanced Field Experience

This course provides an opportunity for the student to put theory into practice. Through a variety of experiences in public schools, the student is given opportunities to practice the theories studied through prior course work and to build on prior learning experiences. Additional learning outcomes are determined collaboratively by the student and the course instructor. This course may be taken for three to twelve credits. This course is only available with permission from the Dean.

Minimum Credits: 3

Maximum Credits: 12

EDU 499 - Internship

The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Minimum Credits: 0

Maximum Credits: 12

EDU 501 - Methods of Teaching Reading

This course is an overview of reading and writing processes. The course addresses current trends for teaching literacy including basal programs, whole language, language experience, thematic teaching, literature-based instruction, and technology-based instruction. Students will learn about the components of balanced literacy instruction that includes word attack, word identification, vocabulary development, fluency, comprehension and writing.

Minimum Credits: 3

EDU 503 - Methods of Teaching Elementary Math

This course focuses on the concepts of mathematics that are taught in grades K-6 and the current methods of teaching that content, including experience with manipulative materials. TCP acceptance is required.

Minimum Credits: 3

EDU 506 - Teaching English Learners

In this course students will study the history, pedagogy and techniques for specific ESL/EFL methods and approaches used to teach in culturally diverse classrooms. The course intends to equip mainstream classroom teachers with background, introduction and understanding necessary to teach EL students. The course will include clarification of issues such as the differences between bilingual instruction and teaching English Learners in the classroom. The course will enable teachers to learn how to modify content and scaffold learning for ELs.

Minimum Credits: 3

EDU 511 - Methods of Teaching in Secondary Schools

This course teaches students how to develop effective strategies and lesson plans for delivering content knowledge consistent with standards based learning. Using each student's primary content area as the context, this course investigates developmentally appropriate teaching and classroom management for adolescent learners. Strategies and delivery methods include constructivism, differentiation, peer group learning, cross-curricular lesson planning and writing across the curriculum

Minimum Credits: 3

EDU 520 - The Educator Researcher

This course provides an introduction to methods of educational research. These methods encourage educators to be action researchers in their own classrooms, school districts, and/or communities to improve teaching and learning practice. Students will become familiar with purposeful quantitative and qualitative research designs to develop an increased understanding of the issues, both theoretical and practical, arising through the research process. An emphasis will be placed on understanding, interpreting, and critiquing educational research and developing research proposals.

Minimum Credits: 3

EDU 521 - Exploring the Principles of Education

This course offers practice in identifying and developing basic beliefs and values while assessing contemporary philosophies. It includes a study of the history and current issues of education in America.

Minimum Credits: 3

EDU 533 - Learning through Technology

In this course, students will develop the knowledge and skills to use technology to enhance student learning and achievement. This course also introduces students to learning targets (standards/outcomes) and a general model of curriculum development, implementation and assessment.

Minimum Credits: 3

EDU 535 - Early Childhood Health and Science

This course applies developmental theory to the teaching of science literacy in the early grades. Students will focus on preparing developmentally appropriate experiences that promote investigation, problem solving, and exploration. Methods of instruction and assessment are practiced. Attention will be given to designing constructivist lesson and unit plans that align with science literacy standards.

Minimum Credits: 3

EDU 537 - Social Studies/Arts for Young Children

This course will explore the concepts, methods, techniques, and material necessary to effectively teach social studies and fine arts in early childhood. Using national and state standards and frameworks, students will develop learning experiences that meet curriculum objectives in both social studies and the fine arts. Strategies for integrating social studies and fine arts across all curriculum areas will be addressed.

Minimum Credits: 3

EDU 543 - Learning Theories and Instruction

This course studies the role of contemporary learning theories and their application to educational practice, including issues of readiness, motivation, problem solving, and the social context of learning. Students will understand how to apply scientifically based instructional strategies to promote learning.

Minimum Credits: 3

EDU 547 - Curriculum Development

This course is a comprehensive, practical basis for preparing school administrators and teachers to be knowledgeable, creative and effective curriculum designers. Readings will provide students information about the importance and relevance of good curriculum design. The primary focus of the course will be on the study and use of UBD (Understanding by Design). Students will develop a working model of a curriculum unit using the UBD framework.

Minimum Credits: 3

EDU 550 - Educational Assessment

This course builds assessment competency by analyzing recent trends in assessment for evaluating and documenting student performance and progress toward desired outcomes. Students examine the uses of assessment at the individual, class and school levels; including New England Common Assessment Data. Students will select and design assessments suitable for instructional decisions that support planning developing curriculum, and making recommendations for instructional improvement. Students will interpret and communicate the results of both externally produced and teacher-produced assessment for a variety of audiences. Students will describe valid grading procedures and discuss ethical issues linked to assessment methods and uses of assessment information.

Minimum Credits: 3

EDU 552 - Assessment for and of Learning

This course is an introduction to assessment for teaching and learning content in grades K-12. Topics include the types, benefits, and uses of formal and informal assessment. Ethical issues of assessment and grading will be discussed. Students will create assessments aligned with standards-based content.

Minimum Credits: 3

EDU 555 - Student Centered Curriculum/Instruction

The course will emphasize the teacher's critical role as a designer of student learning and will address how a curriculum built on the goal of student understanding using differentiated instruction can provide teachers with more specific teaching targets. The focus of this course is on the connections between Understanding by Design (UBD) and Differentiated Instruction (DI) as well as the use of standards of Universal Design for Learning (UDL) in the planning and delivery of curriculum for all types of learners.

Prerequisite(s): EDU 547

Minimum Credits: 3

EDU 560 - Methods of Teaching English in Middle and High Schools

This course helps prepare students to teach English in middle and high schools. It emphasizes integration of reading and literature, speaking, listening, and writing. Students will learn how to select appropriate reading materials, prepare mini, daily, and unit lessons; organize collaborative learning; and design writing assessments. Students who prepare an action research proposal in this course.

Prerequisite(s): EDU 511

Minimum Credits: 3

EDU 565 - Methods of Teaching Social Studies: in Middle/High School

This course helps to prepare students to teach history, geography, civics, and social science areas in grades 5 through 12. A variety of teaching methods prepare students to write lessons and prepare units that include other disciplines; differentiated instruction; and formative and summative assessments. Students also prepare an action research proposal in the course.

Prerequisite(s): EDU 511

Minimum Credits: 3

EDU 571 - Student Teaching and Seminar

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar at the University.

Minimum Credits: 6

EDU 582 - Educational Factors of Diversity

This course examines a variety of factors that affect academic achievement for today's students from birth through the high school level. Students will examine diversity through the lens of race/ethnicity, language, economics, and academics. Culturally responsive teaching practices, including issues such as gender, ability, class, socio-economic status, sexual orientation, and cultural pluralism will be examined.

Minimum Credits: 3

EDU 601 - Research Seminar

This course is an examination of the various research methods used in psychology and education. Students will become familiar with resources, terms and techniques necessary to understand, interpret, conduct and appreciate research. Limited enrollment. Only for students accepted into the program.

Prerequisite(s): EDU 520 and EDU 533

Minimum Credits: 3

EDU 610 - Ethics and School Law

The primary goal of this course is for the student to develop awareness of ethical, professional and legal issues pertinent to educational settings. These issues include, ethical decision making processes, legal mandates related to education and special education, professional relationships, confidentiality, supervision, conflict of interest, boundaries and diversity. Additionally, we will discuss obstacles that relate to the provision of educational services in the school and with children and their parents in general.

Minimum Credits: 3

EDU 640 - Integrating Digital Technology I K-12

This course involves the study of the use of technology in elementary and secondary classrooms. Students learn strategies for effective integration of technology into the curriculum. This includes learning such things as how to promote and demonstrate effective use of digital and Web 2.0 tools, how to manage the digital portfolio process, how to utilize assistive technologies. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS) for teachers and students.

Minimum Credits: 3

EDU 641 - Integrating Digital Technology K-12 II

This course is the second part of the study of the use of technology in the secondary and postsecondary classroom. Students learn how to plan, implement and support effective integration of technology into the curriculum. Students learn instructional leadership and how to participate in developing policies, procedures, and budgets that support technology integration. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS) for administrators.

Minimum Credits: 3

EDU 642 - Integration Specialist Toolbox

Students study state-of-the-art digital integration technology tools, resources and methodologies for the K-12 classroom. This course develops the technical competencies and skills needed to collaborate with content area teachers. Topics range from digital resources and system network administration to end use applications.

Minimum Credits: 3

EDU 650 - Work-Based Learning

Students investigate and discuss current issues in business and vocational education. Topics include the effective employment of youth organizations in a program and the efficient operation of a cooperative work experience program. Class members apply the principles discussed in the course by helping to administer the New Hampshire State DECA Career Development Conference.

Minimum Credits: 3

EDU 685 - Global Educational Technology

This course is intended to provide educators with a global perspective of technology integration in elementary and secondary classrooms. Students explore the meaning of global digital citizenship and new media literacy. The course concentrates on understanding cross-cultural awareness, political and economic differences in countries outside of the United States. Students evaluate, adapt and reflect on emerging tools and global trends.

Minimum Credits: 3

EDU 699 - Advanced Field Experience

This course provides an opportunity for the student to put theory into practice. Through a variety of experiences in public schools, the student is given opportunities to practice the theories studied through prior coursework and to build on prior learning experiences. Additional learning outcomes are determined collaboratively by the student and the course instructor. This course may be taken for three or six credits.

Minimum Credits: 3

Maximum Credits: 6

EDU 701 - Elementary Ed Internship K-4

Internship course for Elementary Education for grades K-4.
Minimum Credits: 3

EDU 702 - Elementary Ed Internship 5-8

Internship course for Elementary Education for grades 5-8.
Minimum Credits: 3

EDU 750 - Seminar in Teaching Writing

This course is designed to help educators who work with middle and secondary school students to design and plan programs and courses that promote improved literacy practices, especially improvement of student writing. By investigating and practicing a variety of writing exercises, processes, and approaches to improve their own writing skills, students will create a portfolio of ideas and options for teaching others.

Prerequisite(s): EDU 521
Minimum Credits: 3

EDU 760 - School Facilities and Finance

This course offers a study of the management and operation of a school facility and an understanding of school finance as it relates to the teaching and learning process. Students will learn how to engage school board members in a discussion about how school finance and facility relate to student achievement. Students will examine various tools and methodologies that support the school process and how to connect with community members in the budget building process. This course aims to make students better managers and consumers of financial information rather than budget officers; students will better understand the real-world implications and consequences of their decisions and allocations.

Minimum Credits: 3

EDU 765 - School and Community Relations

This course explores relationships with the broader community to foster learning. Students learn how to engage stakeholders, create and communicate a school vision of learning, develop community collaboration skills, capitalize on the diversity of the school community and use the cultural context of the larger community to develop activities and policies that benefit students and their families. This course makes use of individualized programs of study and experience.

Minimum Credits: 3

EDU 770 - Certification Internship

This is the capstone course for certified teachers seeking an additional certification. Students complete a full-time, competency-based internship at a site appropriate to the area of certification being sought. During this internship, the student is mentored by like-credentialed site personnel as well as by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar held on campus.

Minimum Credits: 3

EDU 775 - Practicum in Curriculum and Instruction

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of curriculum. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the teacher as researcher and leader in curriculum development and encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a school district administrator and the student's advisor.

Prerequisite(s): EDU 547

Minimum Credits: 1

Maximum Credits: 3

EDU 780 - School Organizational Leadership

The course explores the dynamics of transformational leadership that looks beyond traditional school environments and welcomes non-traditional thinking. Students will consider themselves "architects" of the teaching and learning environments within their schools wherein there is a culture of continuous improvement. Future school leaders will: explore technology that supports teachers and administrators decision-making; learn how to develop policies and practices that support learning; explore how extended learning time can advantage underachieving students; investigate the benefits and challenges of risk taking and transparency; and look at models of professional learning communities.

Prerequisite(s): EDU 765

Minimum Credits: 3

EDU 790 - Practicum in School Leadership

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as researcher and leader in school administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's advisor. This course is the capstone of Educational Leadership.

Prerequisite(s): EDU 765

Minimum Credits: 3

EDU 910 - Theory into Practice I

This course is the first summer intensive/summer residency experience at the beginning of the Ed.D. program. Students meet for eight days for self-assessment, introduction to the program and to SNHU's educational and technological expectations, and to develop their personal educational plan for the following three years.

Minimum Credits: 3

EDU 911 - Educational Scholarship

This course aims to fuse the practice of twenty-first century education with scholarship which is thought-provoking, relevant, and practical. Candidates will investigate both current educational scholarship and the ways in which that scholarship is disseminated and put into practice.

Minimum Credits: 3

EDU 913 - Sociocultural Analysis of Education Syst

This course investigates the social and cultural factors that influence academic achievement and the teaching practices that promote diversity and inclusion. Candidates will examine the approaches to addressing the many challenges of social justice.

Minimum Credits: 3

EDU 914 - Reflection and Evaluation I

This course engages candidates in assessing their reflection and evaluation skills and competencies in a number of areas, such as: data analysis, teaching and learning practice, and approaches to both change and social justice.

Minimum Credits: 3

EDU 916 - Applied Research I

This course introduces techniques and approaches of applied research. Topics addressed include: Qualitative and quantitative methods, ethical and legal responsibilities of the researcher, development of problem statements relevant to candidates own teaching/employment circumstances.

Minimum Credits: 3

EDU 918 - Applied Research II

This course builds upon EDU 916. Candidates will use qualitative, quantitative or mixed methods to investigate a research question.

Minimum Credits: 3

EDU 919 - Decision Making in Education Systems I

This course investigates multiple approaches to decision-making in various educational contexts. Decision-making models are introduced and applied to a variety of case studies.

Minimum Credits: 3

EDU 920 - Theory into Practice II

This course follows the first year of the Ed.D. program and allows students to meet as a group to discuss their progress, to meet with faculty to choose a dissertation chair, to develop their literature review, and to identify their qualifying exam questions.

Minimum Credits: 3

EDU 921 - Reflection and Evaluation II

This course focuses on reflection and the development of collaborative learning organizations which support creativity and innovation.

Minimum Credits: 3

EDU 923 - Decision Making in Education Systems II

This course builds upon EDU 919. Candidates apply the techniques introduced in Decision Making I to their own educational contexts.

Minimum Credits: 3

EDU 924 - Case Study I

This course will explore the various case study methodologies and perspectives used in educational research. Candidates will develop an understanding of the various components of case study research and its application to educational settings.

Minimum Credits: 3

EDU 926 - Case Study II

This course builds on EDU 924. Candidates will use case study methodology to investigate a research question related to their research interests.

Minimum Credits: 3

EDU 928 - Research-Based Independent Study I

This course provides the opportunity for candidates to develop their research questions and frame their research ideas into research plans. Candidates will complete a draft of their dissertation proposal, including a well-developed literature review.

Minimum Credits: 3

EDU 929 - Research-Based Independent Study II

This course provides the opportunity for candidates to develop the research design and methodology that will be employed in their dissertation research. Candidates will complete a well-developed dissertation proposal.

Minimum Credits: 3

EDU 930 - Theory into Practice III

This course follows the second year of the Ed.D. program. Students defend their qualifying exam questions, present their dissertation proposals, and complete the IRB process.

Minimum Credits: 3

EDU 943 - Dissertation I

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

Minimum Credits: 1

EDU 944 - Dissertation II

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

Minimum Credits: 1

EDU 945 - Dissertation III

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

Minimum Credits: 1

EDU 950 - Dissertation Colloquium

The Doctoral Colloquium provides the opportunity for doctoral candidates to continue their dissertation research and writing under the supervision of program faculty. Candidates who need additional time to bring their dissertation to a successful defense must register for the dissertation colloquium each year beyond the third year of the program.

Minimum Credits: 3

MBE 710 - Seminar for Business Administrators I

This course focuses on the management skills required in the complex environment of school business administration. Students develop the skills that school business administrators need. This serves as a prelude to the field experience in the second semester course.

Minimum Credits: 3

MBE 715 - Seminar for School Business Administrators II

This course focuses on the school law and accounting content needs of the school business administrator. Particular attention is paid to the financial accounting records and procedures that are critical to the performance of the job of business

administrator. Background preparation: 6 credits of accounting.

Prerequisite(s): MBE 710 and GSB 400

Minimum Credits: 3

MBE 720 - Seminar for School Business Administrators III

This course focuses on the practical application of the skills required for certification as a school business administrator. The major focus of the course is on gaining field experience with a practicing school business administrator. Areas of emphasis include budget development, contract bidding, information processing, human resource management and financial reporting.

Prerequisite(s): HRM 610 or OL 610 and OL 610 and MBE 715

Minimum Credits: 3

MUE 251 - Brass Techniques

Brass Techniques teaches music education majors how to teach each of the brass instruments in a variety of settings. Students are expected to learn how to play each instrument in the brass family at a basic level. Students are expected to visit local public schools on a weekly basis.

Minimum Credits: 1

MUE 252 - Woodwind Techniques

Woodwind Techniques teaches music education majors how to teach each of the woodwind instruments in a variety of settings. Students are expected to learn how to play each instrument in the woodwind family at a basic level. Students are expected to visit local public schools on a weekly basis.

Minimum Credits: 1

MUE 253 - String Techniques

String Techniques teaches music education majors how to teach each of the string instruments in a variety of settings. Students are expected to learn how to play each instrument in the string family at a basic level. Students are expected to visit local public schools on a weekly basis.

Minimum Credits: 1

MUE 254 - Percussion Techniques

Percussion Techniques teaches music education majors how to teach each of the percussion instruments in a variety of settings. Students are expected to learn how to play each instrument in the percussion family at a basic level. Students are expected to visit local public schools on a weekly basis.

Minimum Credits: 1

MUE 255 - Vocal Techniques

Vocal Techniques teaches music education majors how to teach vocalists in a variety of settings. Students learn the basics of vocal pedagogy and develop individual vocal performance skills. Students are expected to visit local public schools on a weekly basis.

Minimum Credits: 1

MUE 256 - Piano/Guitar Techniques

Piano/Guitar Techniques teaches music education majors how to play the piano and guitar to accompany musical soloists and performing ensembles. Students also learn how to teach group classes of guitar and piano. Students are expected to visit local public schools on a weekly basis.

Minimum Credits: 1

MUE 261 - Introduction to Music Education

This course provides students with a first experience teaching in the public schools. Students will gain the skills necessary to motivate and focus a group of 5-10 5th grade students, develop and execute appropriate lesson plans for small group beginning instrumental lessons and develop and execute assessment rubrics for small group instrumental instruction. Students are expected to visit local public schools on a weekly basis.

Minimum Credits: 2

MUE 262 - Elementary General Music Methods

This course provides students with a first experience teaching elementary general music in the public schools. Students will gain the skills necessary to motivate and focus a class of elementary school general music students, develop and execute appropriate lesson plans for elementary school general music and develop and execute assessment rubrics for elementary general music instruction. Students are expected to visit local public schools on a weekly basis.

Minimum Credits: 2

MUE 263 - Middle School General Music Methods

This course provides students with a first experience teaching middle/high school general music in the public schools. Students will gain the skills necessary to motivate and focus a class of middle/high school general music students, develop and execute appropriate lesson plans for middle/high school general music and develop and execute assessment rubrics for middle/high school general music instruction. Students are expected to visit local public schools on a weekly basis.

Minimum Credits: 2

MUE 264 - Advanced Vocal Music Methods

This course provides students with a first experience teaching middle/high school vocal music in public schools. Students will gain the skills necessary to motivate and focus a class of middle/high school vocal music students, develop and execute appropriate lesson plans for middle/high school vocal music and develop and execute assessment rubrics for middle/high school vocal music instruction. Students are expected to visit local public schools on a weekly basis.

Minimum Credits: 1

MUE 265 - Advanced Instrumental Music Methods

This course provides students with a first experience teaching middle/high school instrumental music in the public schools. Student will gain the skills necessary to motivate and focus a class of middle/high school instrumental music students, develop and execute appropriate lesson plans for middle/high school instrumental music and develop and execute assessment rubrics for middle/high school instrumental music instruction. Students are expected to visit local public schools on a weekly basis.

Minimum Credits: 1

MUE 266 - High School General Music Methods

This class provides students with the opportunity to explore alternative career opportunities in music education including community music schools, home private lesson studios, church music jobs, etc. Students are expected to visit local music organizations on a weekly basis.

Minimum Credits: 2

MUE 351 - Beginning Conducting

This course is designed for music education majors. It teaches beginning baton technique and score preparation, the development of fundamental conducting approaches for expressive ensemble performances.

Minimum Credits: 3

MUE 352 - Advanced Conducting and Leadership

This course is designed for music education majors. It teaches advanced baton technique and score preparation, the development of fundamental conducting approaches for expressive ensemble performances.

Prerequisite(s): MUE 351

Minimum Credits: 3

English**ENG 2ST1 - Writing for the Theater**

Through a series of short prompts, students will develop an understanding of the architecture of story design for the stage. Students develop an understanding of the inner need that drives their stories.

Minimum Credits: 3

ENG 070 - Research and Academic Skills

This course focuses on the basic research skills required of an undergraduate student, including the following: choosing an appropriate topic for research, conducting preliminary research, writing a research proposal, and drafting and revising a research paper. Instruction in library research methods (conducting paper, database, and internet searches, as well as evaluating internet sources) is a major focus of this course. Also included are the academic skills of summarizing, paraphrasing, quoting, and documenting sources. This course is offered in conjunction with ENG 071 and ENG 072.

Minimum Credits: 3

ENG 071 - Process Writing

This course focuses on the basic writing skills required of an undergraduate student. It includes the following processes: invention strategies (brainstorming, clustering/mapping, free writing, outlining), drafting, peer review, revising, and editing. This course also emphasizes the concepts of organization, development, unity and coherence in writing paragraphs and essays. This course is offered in conjunction with ENG 070 and ENG 072.

Minimum Credits: 3

ENG 072 - Grammar Workshop

This course focuses on the development of grammatical accuracy in writing. Students are taught how to distinguish global errors (sentence structure, tense consistency, and cohesive devices) from local errors (pronoun reference, subject-verb agreement, word forms) in their own writing and to categorize their errors to better understand their specific needs for further study. Students are introduced to other learning strategies as well, such as using available resources and peer collaboration to assist them in developing greater accuracy and fluency. In addition, students become familiar with common feedback symbols and abbreviations used by college instructors. This course is offered in conjunction with ENG 070 and ENG 071.

Minimum Credits: 3

ENG 101 - Fundamentals of Writing

ENG 101 is a basic writing course designed to help students acquire the composition skills they need to succeed in ENG 120. Students will be engaged in preparing essays that respond to written texts, thereby combining reading skills with writing strategies. In addition, ENG 101 provides a systematic introduction to/review of grammar, mechanics and other college-writing conventions. One major objective of ENG 101 is to teach students to prepare essays that review and evaluate the ideas and issues found in the writings of others. All ENG 101 students must pass the Basic Competency Examination before being admitted into ENG 120. A common-course grammar/mechanics test is given during the final week of the semester. Classroom instructors confirm placement in ENG 101 during the first two weeks of instruction. Credits awarded for this course are counted

in addition to the 120-credit minimum degree requirement. Classes are kept intentionally small, typically 15 students per section, to assure maximum benefit.

Minimum Credits: 3

ENG 101I - Fundamentals of Writing for International Students

ENG 101I is specifically designed for students whose primary language is not English and who have consequently have special linguistic requirements. The major objective of ENG 101I is to prepare students for success in ENG 120 through a basic and programmed approach to the acquisitions of reading skills, writing conventions and fluency in English grammar/mechanics. Students must pass the Basic Competency Examination, which is issued during finals week, before they may be admitted into ENG 120. Students also are required to take a grammar/mechanics test during the last week of instruction. ENG 101I meets four times a week. Enrollment is kept intentionally small, typically 12 students per section, to assure maximum benefit. Placement is determined by the staff of the Center for Language Education and verified by the freshman writing coordinator/department chair. Credits awarded for this course are counted in addition to the 120-credit minimum degree requirement. Offered every semester.

Minimum Credits: 3

ENG 120 - College Composition I

ENG 120 is a college-level writing course that introduces students to various forms of academic discourse. Students are required to prepare essays in a variety of rhetorical modes, including exposition, description and argumentation. In addition to out-of-class writing assignments, students will be required to compose in-class essays in response to readings and other prompts. ENG 120 introduces students to process-writing techniques, library research and MLA documentation procedures. The primary focus of ENG 120 is to help students acquire the writing skills they need to succeed in an academic environment.

Enrollment is kept intentionally small, typically 15 students per section, to assure maximum benefit.

Minimum Credits: 3

ENG 120H - Honors College Composition I

ENG 120H is a college-level writing course that introduces students to various forms of academic discourse. Students are required to prepare essays in a variety of rhetorical modes, including exposition, description and argumentation. In addition to out-of-class writing assignments, students will be required to compose in-class essays in response to readings and other prompts. ENG 120H introduces students to process-writing techniques, library research and MLA documentation procedures. The primary focus of ENG 120H is to help students acquire the writing skills they need to succeed in an academic environment. Enrollment is kept intentionally small, typically 15 students per section, to assure maximum benefit. For Honors students only.

Minimum Credits: 3

ENG 121 - College Composition II

ENG 121 is the sequel to ENG 120. This course concentrates on argumentative writing and requires students to prepare a major research report, one that reveals fluency with argumentative strategies and rhetorical conventions. In addition, students are introduced to analytical reading techniques, critical research methods and current documentation procedures. Although other kinds of writing are commonly assigned in ENG 121, argumentation remains the major focus of study. Enrollment is kept intentionally small, typically 15 students per section, to assure maximum benefit.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

ENG 121H - Honors College Composition II

ENG 121H is the sequel to ENG 120H. This course concentrates on argumentative writing and requires students to prepare a major research report, one that reveals fluency with argumentative strategies and rhetorical conventions. In addition, students are introduced to analytical reading techniques, critical research methods and current documentation procedures. Although

other kinds of writing are commonly assigned in ENG 121H, argumentation remains the major focus of study. Enrollment is kept intentionally small, typically 15 students per section, to assure maximum benefit. For Honors students only.

Minimum Credits: 3

ENG 122 - English Composition I

English 122 is a college-level writing course that introduces students to the various forms of academic discourse. This course focuses primarily on the basic elements of college composition and writing as a process in both narrative and analytical forms. Students will investigate the importance and promise of effective written communication in various personal and professional contexts and identify effective strategies through critical analysis of written works as well as their own writing. Finally, this course prepares students for more advanced research analysis by connecting students to important avenues of research.

Minimum Credits: 3

ENG 123 - English Composition II

English 123 focuses students on the importance of research to advancing knowledge for various purposes. This course will build on the foundations of composition and introduce students to the research process and the analysis and evaluation of various sources. Students will investigate the writing process for research as well as appropriate research methods and skills. Additionally, this course offers multiple opportunities to engage in the important tasks of revision and editing and will ask students to incorporate feedback to improve their writing.

Prerequisite(s): ENG 122

Minimum Credits: 3

ENG 200 - Sophomore Seminar

This is a theme-based seminar that builds on the skills learned in SNHU 101 and ENG 120, focusing on information literacy (the ability to locate and evaluate information) as well as written and oral communication skills. The theme of the course will vary according to the instructor, but in all sections, students will conduct extensive research on the topic and communicate their knowledge in a variety of oral presentations and writing assignments that will culminate in a research paper. To be taken during the student's sophomore year.

Prerequisite(s): ENG 120 or ENG 120H and sophomore standing

Minimum Credits: 3

ENG 200H - Honors Sophomore Seminar

This is a theme-based seminar that builds on the skills learned in SNHU-101 and ENG-120, focusing on information literacy (the ability to locate and evaluate information) as well as written and oral communication skills. The theme of the course will vary according to the instructor, but in all sections, students will conduct extensive research on the topic and communicate their knowledge in a variety of oral presentations and writing assignments that will culminate in a research paper. To be taken during the student's sophomore year.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

ENG 220 - Business Communication

This course is a practical introduction to the preparation of business correspondence, employment applications and resumes and formal research reports. Written communication skills are emphasized.

Prerequisite(s): ENG 121, ENG 121H or ENG 200

Minimum Credits: 3

ENG 226 - Introduction to Creative Writing

An introductory creative writing course designed to acquaint students with the craft of creating writing and the skills that will be required in subsequent creative writing workshops. Students will explore such craft issues as point of view, voice, characterization, dialogue, setting, conflict, rhythm, imagery, poetic structure, and dramatic scene development. Students will be expected to submit a number of writing exercises, including stories and poems. Student will also be expected to read and comment on their peers' writing with thoughtful and constructive criticism, as well as read and discuss published work.
Minimum Credits: 3

ENG 323 - Intro to Screenwriting Workshop

This is the first of three courses in screenwriting. This is a roundtable forum in which students will write short screenplays. Members of the class will read and respond to screenplays produced by other artists, write their own screenplays and take turns presenting them to their class for comment and feedback.
Minimum Credits: 3

ENG 327 - Play Writing Workshop

This course is a roundtable forum in which 10 to 15 students will write stage plays of various lengths using traditional and experimental methods and forms. Members of the class will produce at intervals to be established by the instructor and will take turns presenting their works to the group for comment and discussion. The class will produce some student plays during the term. May not be used as a literature elective. Not available every semester. Writing intensive course.
Prerequisite(s): ENG 120 or ENG 120H
Minimum Credits: 3

ENG 328 - Poetry Writing Workshop

This course is a roundtable forum in which 10 to 15 students will write short or long poems using traditional and experimental forms. Members of the class will produce on a weekly basis and take turns presenting their manuscripts to the group for commentary and discussion. May not be used as a literature elective. Not available every semester.
Prerequisite(s): ENG 120 or ENG 120H
Minimum Credits: 3

ENG 329 - Fiction Writing Workshop

This course is a roundtable forum in which 10 to 15 students will write short or long fiction using the techniques of 19th-century realism as well as modernist and experimental techniques. Members of the class will produce on a weekly basis and take turns presenting their manuscripts to the group for commentary and discussion. May not be used as a literature elective. Not available every semester.
Prerequisite(s): ENG 120 or ENG 120H
Minimum Credits: 3

ENG 330 - Nonfiction Writing Workshop

This course introduces students to the basic skills and principles of writing creative nonfiction and magazine feature articles. Student-centered workshop critiques and frequent conferences with the instructor are the primary methods used in the course. The course includes significant reading assignments in nonfiction genres.
Prerequisite(s): ENG 120 or ENG 120H
Minimum Credits: 3

ENG 340 - Context of Writing: Writers/Publishing

ENG 340 is a survey course in contemporary literature designed for students interested in creative writing. Students will be asked to read contemporary American authors such as Jennifer Egan, Lev Grossman, Joan Didion, Ben Lerner, Sheila Heti, James

Wood, Curtis Sittenfeld, George Saunders and Karen Russell with special attention to prose style, structure, and the influence of modern and postmodern literary movements. Students will workshop each other's creative writing, informed by the aesthetic strategies they've gleaned from the reading material. Students will also receive an introduction to the culture and history of contemporary American book publishing and literary magazine publishing.

Prerequisite(s): ENG 121, ENG 121H or ENG 200

Minimum Credits: 3

ENG 341 - Intermediate Nonfiction Writing Workshop

This is the second of three courses in creative nonfiction writing. This course extends the students' knowledge and skills in creating their own creative nonfiction and magazine feature articles. Students continue to read and discuss genres of nonfiction prose. During this class members will continue to write and present their work to the group for comment and discussion.

Prerequisite(s): ENG 330

Minimum Credits: 3

ENG 347 - Intermediate Screenwriting Workshop

This is the second of three courses in screenwriting. This course extends the students' knowledge and skills in creating their own screenplays. During this class members will continue to produce screenplays and present their work to the group for comment and discussion.

Prerequisite(s): ENG 323

Minimum Credits: 3

ENG 348 - Intermediate Poetry Writing Workshop

This course is the second step in the creative writing sequence for poetry majors and helps students develop as both poets and critical readers of poetry. Students will substantially explore and practice methods honed by distinguished poets of the past and present, with special attention to poems' endings and beginnings, point of view, word choice, imagery, voice, and meaning. Students will regularly critique their peers' work, and they will use feedback they receive from peers to revise and improve their own writing.

Prerequisite(s): ENG 328

Minimum Credits: 3

ENG 349 - Intermediate Fiction Writing Workshop

This course expands upon the content covered in ENG 329. Students will continue to develop strategies for choosing point of view and creating characters. They will explore the appropriate uses of exposition, learn techniques to control pacing, and reflect upon the importance of word choice. Students will practice writing effective dialogue and evaluate how it differs from everyday conversation. Students will also study methods for conveying a story with brevity and creativity and demonstrate their knowledge by writing 'short short' and 'postcard' stories. In addition, they will study and practice techniques for creating effective story endings. Throughout the course, students will continue to practice their skills in constructive criticism, by reading and evaluating the work of their peers and other writers.

Prerequisite(s): ENG 329

Minimum Credits: 3

ENG 350 - The English Language

This course is an introduction to the following topics in English linguistics: history of English, etymology, vocabulary (morphology), phonology, dictionaries, syntax, semantics, dialects, discourse analysis, and child language acquisition. The course is designed for students who want to learn about the English language as preparation for teaching, or for becoming better writers, or for studying literature. Students will have the opportunity to research, write about, and present on a linguistic topic of individual interest such as the language of advertising or propaganda.

Prerequisite(s): ENG 120 or ENG 120H and junior standing or instructor permission
Minimum Credits: 3

ENG 351 - Advanced Nonfiction Writing Workshop

This course expands upon the skills introduced in the Intermediate Nonfiction. Discussions and student-centered workshop critiques are the primary methods used in the course.

Prerequisite(s): ENG 341
Minimum Credits: 3

ENG 357 - Advanced Screenwriting Workshop

This is the last of three courses in screenwriting. Members of this class will continue to produce screenplays and present their work to the group for comment and discussion. Upon completion of this final workshop, students' will receive extensive hands-on practice and personalized feedback from their instructor and colleagues as they create their own screenplays.

Prerequisite(s): ENG 347
Minimum Credits: 3

ENG 358 - Advanced Poetry Writing Workshop

Students in this course will continue the study of the craft, tradition, and the contemporary state of the art of poetry. They will explore additional poetic forms, including persona poems and confessional, pattern poems and poems as social commentary. They will read, critique, discuss, and write poems, which they will share and 'workshop' with their peers in class. Students will expand their acquaintance with poetry and its aesthetic values; engage with sophisticated literary analysis of poetry; and explore their own writing with special attention to image, form, line, meter, voice, place, and intent.

Prerequisite(s): ENG 348
Minimum Credits: 3

ENG 359 - Advanced Fiction Writing Workshop

Advanced Fiction Writing is designed for Creative Writing majors who have completed ENG 329 Fiction Writing Workshop and ENG 349 Intermediate Fiction Writing Workshop. Students in this course will engage in more advance study and practice of reading, writing, and critiquing short fiction. They will focus on craft elements such as plot and story structure, characterization, description, dialogue, point of view style and voice, and, of course, revision.

Prerequisite(s): ENG 349
Minimum Credits: 3

ENG 421 - New Media: Writing and Publishing

This course introduces students to the latest trends in new media writing and publishing. Students will gain insight and practical understanding of how today's digital environment affects their field. This course will focus extensively on writing content for a variety of digital formats and employing media to showcase one's works.

Minimum Credits: 3

ENG 431 - Advanced Creative Writing

This course is designed to support a sequence of writing workshops in the creative writing and English major, to provide students serious about their writing an opportunity to study a particular genre (fiction, poetry, scriptwriting or nonfiction) beyond the 300-level workshops. The course also prepares the student for his or her senior thesis in creative writing. In addition to extensive reading within the chosen genre, workshops require participation in class discussions, student presentations and analyses of other students' work. Select class periods will be devoted to individual tutorials with the instructor.

Prerequisite(s): ENG 11, ENG 121 and ENG 121H or ENG 200 and ENG 323 or ENG 327 or ENG 328 or ENG 329 or ENG 330
Minimum Credits: 3

ENG 480 - Independent Study

This course allows the student to investigate any English subject not incorporated into the curriculum.
Minimum Credits: 3

ENG 485 - Senior Thesis in Creative Writing

For creative writing majors. Over two semesters, mentored by a Creative Writing faculty member, the student will write a collection of stories or poems, a novella, a play/screenplay or a major portion of a novel. CW faculty will set the deadlines for proposal, outline, revision drafts and finished product. Final evaluation will include at least one other CW faculty member. The final result will be a scholarly essay of 40-60 pages to be presented as an academic paper in a public forum at least three weeks before graduation. Offered as needed.

Prerequisite(s): ENG 431
Minimum Credits: 3

ENG 490 - English Internship

Minimum Credits: 0
Maximum Credits: 12

ENG 523 - Screenwriting Fundamentals

In this course, writers will learn the essential elements of screenwriting, including plot structure, character, scene, dialogue, and the craft of visual storytelling. Beginning with the mechanics of scripts for television and film and the process of script outline and written synopses ("treatments"), attention is then given to storytelling through script structure with a focus on feature-length film. Existing movie scripts and films will be examined as writers create and build on scenes and dialogue in preparation for the course's final project a short one-act screenplay.

Prerequisite(s): ENG 550
Minimum Credits: 3

ENG 528 - Poetry Fundamentals

This course is designed to deepen writers' understanding and mastery of elements of poetry (including tone of voice; traditional, formal, and "informal" structure; imagery; meter and rhythm; and use of sound and diction) and to introduce major movements in English and American poetry. In addition to producing their own poems, writers will read poetry and also prose about poetry by major poets.

Prerequisite(s): ENG 550
Minimum Credits: 3

ENG 529 - Fiction Fundamentals

This course is designed to deepen writers' understanding and mastery of elements of fiction, including voice, point-of-view, theme, characterization, structure, reflexivity, symbolism, imagery, rhythm, and tone. Writers practice a variety of fiction writing, reading, and workshop skills. They also study major examples of the novel, novella, short story and representative critical texts.

Prerequisite(s): ENG 550
Minimum Credits: 3

ENG 530 - Non-Fiction Fundamentals

In this course, writers study several genres of creative nonfiction, including reportage and memoir, personal essay and biography, travel writing and science writing, literary journalism, and biography. Writers explore and master structure and technique through critical reading of modern and contemporary sources in these subgenres and through writing workshops in which they revise their own work and comment on classmates' writing. In addition to becoming better critical readers, writers begin to develop their own unique writing voices.

Prerequisite(s): ENG 550

Minimum Credits: 3

ENG 531 - Fiction and Film

This course provides students with the opportunity to explore storytelling through two of its most popular mediums: film and literature. Students will examine basic principles of storytelling; point of view, voice, rhythm, character and plot development, theme, symbols and how those principles are represented differently or correspondingly in each form. Students will be expected to use analytical skills to dissect stories and recreate their essence through a number of creative writing exercises. They will also be expected to read their peers' writing and use constructive criticism to provide supportive feedback.

Prerequisite(s): ENG 529

Minimum Credits: 3

ENG 532 - Studies in Place & Setting

What is place? How does it impact storytelling? In this course, students explore the concept of place as both an internal and external factor that influences writing. Students will examine the importance of the writer's identity, or place, and how it can shape the physical space and characters within a story. Students will be expected to represent elements of voice, tone, atmosphere, point of view, and time through creative writing exercises that emphasize descriptive environments. They will also be expected to read their peers' writing, and use constructive criticism to provide supportive feedback.

Prerequisite(s): ENG 523, ENG 528, ENG 529 or ENG 530

Minimum Credits: 3

ENG 540 - Contemporary Writers and Publishing

This is a seminar in the historical and contemporary development of literary cultures. Students will examine the driving influences of the literary market, looking at the history and evolution of the publishing industry, book review, literary organizations, literary awards, such as the Pulitzer Prize, the National Book Award, and others, and how these factors influence literary productions and careers. They will also examine the lives and the works of the most influential contemporary literary writers who have succeeded in the present culture. Additionally, students will prepare for current trends in publishing and learn how to submit their own work for publication.

Minimum Credits: 3

ENG 541 - Non-Fiction Thesis Writing

In this course, writers produce and revise work to include in their theses, continue to offer constructive feedback on class members' writing, and read and discuss major texts of creative nonfiction. Writers also reflect on their creation and revision processes, and begin to draft a preface that not only describes their own craft, influences, and intentions, but also provides an overview of the thesis.

Prerequisite(s): ENG 530

Minimum Credits: 3

ENG 547 - Screenwriting Thesis

This workshop-oriented course is designed for writers who seek to write a feature-length screenplay for their theses. Writers will share script treatments (plot summaries), outlines, and written script pages, and offer constructive feedback on other class

members' scripts, as well as watch films, read scripts, and discuss screenplays. Through the writing and revision process, writers will submit final feature-length script treatments, outlines, and the first act of their feature-length screenplay theses.

Prerequisite(s): ENG 523

Minimum Credits: 3

ENG 548 - Poetry Writing Thesis

In this course, writers will produce work to include in their theses and offer constructive feedback on class members' writing. Writers will also read and discuss seminal poems in the English and American traditions. In addition, writers will reflect on their creation and revision processes, and begin to draft a preface that articulates their own poetic and provides an overview of the thesis.

Prerequisite(s): ENG 528

Minimum Credits: 3

ENG 549 - Fiction Thesis Writing

In this course, writers produce work to include in their thesis and offer constructive feedback on class members' writing. They also continue to read and discuss major texts of fiction in the English and American traditions. In addition, writers reflect on their creation and revision processes, and begin to draft a preface that not only describes their own craft, influences, and intentions, but also provides an overview of the thesis.

Prerequisite(s): ENG 529

Minimum Credits: 3

ENG 550 - Graduate Studies in English Language

This course is an introduction to the following topics in English linguistics: history of English, etymology, vocabulary 'morphology', phonology, dictionaries, syntax, semantics, dialects, discourse analysis, and child language acquisition. The course is designed for students who want to learn about the English language as preparation for teaching, or becoming better writers, or for studying literature. Students will have the opportunity to research, write about, and present on a linguistic topic of individual interest, such as the language of advertising or propaganda.

Minimum Credits: 3

ENG 551 - Nonfiction Thesis Writing II

Writers select the work they will include in their theses, continue to revise them, and complete a significant portion with a clear outline for the future of their work. They also offer constructive feedback on class members' writing and complete the preface they began in their previous coursework. In the preface, writers reflect on their craft, articulate their influences, and introduce the thesis.

Prerequisite(s): ENG 541

Minimum Credits: 3

ENG 555 - Composition Theory & Teaching of Writing

Students in this course will study key histories, theories, and technologies on which we ground composition pedagogies. They will research, discuss, and write about how theoretical concepts impact the teaching of writing; they will reflect on, develop, and share their own pedagogical practices.

Minimum Credits: 3

ENG 557 - Screenwriting Thesis Part II

In this course, writers will work on their screenplay theses through rewrites and group feedback, and offer constructive feedback on other class members' scripts. Focus at this stage will be given to examining character development, motivation, and subtext through visual storytelling, and in identifying plot inconsistencies and weaknesses. Writers will complete their

feature-length screenplay theses.

Prerequisite(s): ENG 547

Minimum Credits: 3

ENG 558 - Poetry Thesis Completion

In this course, writers will select the work they will include in their theses, continue to revise them, and offer constructive feedback on class members' writing. Writers will complete the preface they began in their previous coursework, in which they will articulate their own poetic choices, identify the major works in the thesis, and explain why they included these works, and why they sequenced them as they did.

Prerequisite(s): ENG 548

Minimum Credits: 3

ENG 559 - Fiction Thesis Completion

In this course, writers select the work they will include in their theses, continue to revise them, and complete a significant portion with a clear outline for the future of their work. They also offer constructive feedback on class members' writing and complete the preface they began in their previous coursework. In the preface, writers reflect on their craft, articulate their influences, and introduce the theses.

Prerequisite(s): ENG 549

Minimum Credits: 3

ENG 670 - Seminar in Writing Instruction

This course is designed to provide writers with an insight into pedagogical approaches to teaching. Students design and plan instruction that promotes improved literacy practices. By investigating and practicing a variety of writing exercises, processes, and approaches to improve writing skills, students will create a portfolio of ideas and options for teaching others.

Minimum Credits: 3

ENG 675 - Online Teaching Experience

This course is designed to provide students with practical, hands-on experience as online classroom facilitators. Through institutional support, each student will be paired with an undergraduate instructor to assist with the daily and weekly responsibilities that come with teaching. Students will learn directly from experienced professionals best practices toward identifying struggling students, fostering motivation and student engagement, determining appropriate feedback for various assignments, and grading towards established rubrics. In addition to their assistance in the undergraduate course, students in ENG 675 will be enrolled in this graduate course where they complete assignments and activities that support a variety of writing exercises, processes, and approaches to improve writing skills.

Prerequisite(s): ENG 550 and GPA 3.5 or higher

Minimum Credits: 3

ENG 690 - English and Creative Writing Capstone

Students register for this course in their final term, as a culmination of their creative writing work in their chosen genres. They satisfy the requirement by completing a creative thesis, or by submitting a portfolio of their creative writing along with a retrospective evaluative essay.

Minimum Credits: 3

English as a Second Language

ESL 121 - Intro to ESL Listening

This course is a high beginning level listening course. It introduces both social communicative and academic oral communication skills. The focus is on introducing listening strategies, understanding reduced forms, recognizing idioms and phrasal verbs, and listening for the general topic, main idea and details to aid in overall comprehension.

Minimum Credits: 0.25

ESL 122 - Introduction to ESL Reading

This course is a high beginning level reading course. It introduces general reading skills. The focus is on the basic principles of phonics and decoding, the reading strategies of finding the main idea and support, scanning and skimming, identifying details to aid in comprehension, using the context to guess new vocabulary, recognizing grammatical functions and forms, and acquiring dictionary skills. A basic vocabulary inventory is also developed.

Minimum Credits: 0.25

ESL 123 - Fundamentals of English Grammar

This course is a high beginning level grammar course. The focus is on introducing the simple, progressive and perfect verb tenses, noun and pronoun forms, modals, and capitalization and punctuation rules. This course is intended to improve the usage of correct grammar in speaking and supplement ESL 125 Intro to ESL Writing.

Minimum Credits: 0.25

ESL 124 - Intro to ESL Speaking

This course is a high beginning level speaking course. It introduces both social communicative and academic oral communication skills. The focus is on pronunciation, stress and intonation patterns, idioms and phrasal verbs, appropriate usage of social exchanges and rejoinders, and sustaining a conversation/discussion on a general topic.

Minimum Credits: 0.25

ESL 125 - Intro to ESL Writing

This course is a high beginning level writing course. It introduces basic sentence structures, word order, and the basic mechanical rules of capitalization and punctuation. Compound and complex sentences are also mentioned. The organization and development of a paragraph (topic sentence with support) are also introduced.

Minimum Credits: 0.25

ESL 126 - Comparative Cultures I

This course is a high beginning level culture course. It introduces and explores American culture through selected topics of interest. This analysis helps develop an understanding of American culture and a sense of comfort for newly arrived international students. Cross cultural awareness is emphasized. While all language skills are required for participation in this course, the focus is on reading and speaking skills.

Minimum Credits: 0.25

ESL 131 - Development of ESL Listening

This course offers extensive conversation and listening practice at the intermediate level through a variety of learning techniques presented within a context of realistic and familiar topics. Students learn to use specific listening attack strategies and are taught to develop an ongoing pattern of predicting, negotiating, and renegotiating. The course not only helps students direct their attention to main ideas while listening, but also how to grasp specific details.

Minimum Credits: 0.25

ESL 132 - Development of ESL Reading

This course helps the student improve reading ability at the intermediate level by developing practical reading strategies and vocabulary building skills. Some of the strategies include previewing, predicting, skimming, scanning, guessing meaning from context, finding the main idea, recognizing supporting details, and developing reading fluency. The student will also become familiar with text structure and organization.

Minimum Credits: 0.25

ESL 133 - Fundamentals of English Grammar II

This course helps student develop written and spoken English grammar skills by participating in formal oral exercises, asking and responding to questions, and writing. The course begins with an overview of the basic verb forms and a review of present and past perfect forms, modals, and forming questions in English. The students are given extensive and varied practice in many areas of English grammar including connecting ideas, comparisons, and gerunds and infinitives. They are introduced to the passive form, adjective clauses, and noun clauses.

Minimum Credits: 0.25

ESL 134 - Development of ESL Speaking

This course helps the student improve speaking skills at the intermediate level, with the use of audio and video tapes, class discussion, and pair/small group problem solving and interaction. Students ask and answer questions, communicate cultural knowledge, describe people, places, and experiences using correct intonation and stress. They also engage in authentic conversations practicing specific structures in order to improve communicative output.

Minimum Credits: 0.25

ESL 135 - Development of ESL Writing

Intermediate level writing skills will initially be developed through improved basic sentence structure, specific grammar points, and paragraph foundation. Paragraph organization and cohesion are a main focus as the students learn to develop process writing skills and to become familiar with common methods of organizing ideas. Much of the class will focus on writing short compositions.

Minimum Credits: 0.25

ESL 136 - Comparative Cultures II

The emphasis of the class is the improvement of basic English communication skills such as listening and speaking while learning about cross-cultural behaviors and interactions. The class work includes information from many cultures so that students can compare their own ideas and traditions with those of other countries. A variety of high-interest topics will enable students to take part in discussions, present short talks, solve problems, and interact with each other.

Minimum Credits: 0.25

ESL 141 - Intro to Academic Listening

This course is designed to develop listening skills of non-native English speakers by increasing their ability to comprehend spoken American English in a variety of situations. Students will practice listening strategies, note-taking and organizational skills, academic vocabulary building, guessing meaning from context, summarizing main ideas, cooperative speaking activities, and test-taking skills.

Minimum Credits: 0.25

ESL 142 - Intro to Academic Reading

This course uses topics of interest to English language learners to help improve reading skill. Students are introduced to authentic academic reading in order to develop their vocabulary, their understanding of structure, syntax, and main ideas.

Emphasis is placed on excerpting information in order to paraphrase and summarize when writing essays and term papers.
Minimum Credits: 0.25

ESL 143 - Understanding English Grammar

This course is specifically designed to improve grammar skills of English language learners through the study of and practice with prescriptive grammar rules. The course begins with a review of verb tenses, passive voice, modals, infinitives, and gerunds, and introduces/improves students' understanding and use of subordination. This course is intended to supplement the writing needs of students in ESL 145 Intro to Essay Writing.
Minimum Credits: 0.25

ESL 144 - Intro to Oral Communication

This course is designed to develop speaking skills of non-native English speakers by increasing their ability to produce intelligible spoken English in a variety of situations both formal and informal. Activities include role-plays, interviews, class discussions, and presentations. Speaking opportunities will be both spontaneous and planned.
Minimum Credits: 0.25

ESL 145 - Intro to Essay Writing

This course is specifically designed to improve the academic writing skills of English language learners. Students initially review writing complex sentences and paragraphs, including the construction of a solid topic sentence and support sentences. Next, the components of a five-paragraph essay, including the thesis statement, appropriate title, and concluding sentences, are introduced. Students also study and implement the principles of unity and coherence in paragraph and essay construction. The course uses the stages of process writing as students practice and perfect the requirements of the classification, comparison/contrast, cause/effect, and argumentation essay.
Minimum Credits: 0.25

ESL 146 - Comparative Cultures III

This course is designed to assist international students with the transition from the social/educational systems in their own cultures to the social/educational systems in the United States. Students will practice communication in various settings and for a wide range of purposes while learning about cultural diversity in the United States. Language and study skills are reinforced by readings, discussions, presentations, and written assignments involving current issues and different cultural perspectives.
Minimum Credits: 0.25

ESL 151 - Development of Academic Listening

This is an ESL advanced academic listening course which integrates the four skills of listening, speaking, reading, and writing with a special focus on listening. This course develops academic skills in discriminative listening through carefully structured practice. Students improve their ability to extract meaning from spoken English sentences. They learn to pay attention to grammatical relationship within the flow of natural spoken English. This course further develops listening and comprehension of lectures, media presentations, and note taking skills. Students also learn to comprehend from detail; develop academic vocabulary and idiomatic expressions; focus and concentrate; listen for the general idea and infer meaning; and listen for specific words, i.e., content or function words. It also focuses on usage of dictionary, giving feedback, and discussing issues raised by a variety of topics. The students learn to present speaking projects such as panel discussions and individual presentations.
Minimum Credits: 0.25

ESL 152 - Development of Academic Reading

This course addresses the difficulties that pre-university and college ESL students generally experience when reading authentic material for information. As much as possible, real life reading materials are used, and emphasis is placed on context reading

and word analysis. Scanning and skimming practice is further developed, as a reading skill. Students learn to retain main ideas and supporting details of extensive college-level readings, such as articles, essays, and short chapters from text books; find specific data; use dictionary for vocabulary development; determine the objective or subjective nature of statements, and determine whether statements of opinion favor or oppose the given proposal or postulate; interpret information from tables, charts, graphs, and diagrams; understand referents; understand literal meanings and ability to identify cultural implications or influence; identify and understand topics; identify who, what, where and time period of text and/or author; research, read on topic, gather information, and make questions in margins of texts; interpret connotative meanings and figurative language in context; identify an author's audience, purpose, bias, viewpoint, and tone in extensive college-level material; and increase reading speed, with acceptable comprehension.

Minimum Credits: 0.25

ESL 153 - Understanding English Grammar II

This course is specifically designed to improve the grammar skills of advanced English language learners through the study of and practice with prescriptive grammar rules. Rules will be examined by the results of a diagnostic grammar test which is administered the first class of the semester. However, the class typically perfects the student's understanding and use of subordination. In addition, it improves the student's understanding and use of coordinating conjunctions; connectives expressing cause and effect, contrast, and condition; and conditional sentences and wishes. This course is intended to supplement ESL 155 Development of Essay Writing.

Minimum Credits: 0.25

ESL 154 - Development of Oral Communication

This course focuses on the inclusion of academic and idiomatic vocabulary in team discussions and individual brief presentations to support an argument as well as formal presentations of the projects using technology. Students will learn to demonstrate formal public speaking ability on assigned academic topics; support opinions on an abstract or theoretical controversial topic by using general library or the internet sources and making a factual presentation; gain a general understanding of new vocabulary through strategies of using contextual and lexical clues; use a variety of communicative strategies to compensate for a lack of fluency or vocabulary; organize ideas; express principal points, nuances, and inferences; deliver effective presentations, using well-modulated volume and intonation patterns; participate in discussion; work in teams; utilize academic and appropriate idiomatic language and vocabulary in presentations.

Minimum Credits: 0.25

ESL 155 - Development of Essay Writing

This course addresses the difficulties that pre-university and college ESL students generally experience in prewriting process and writing in academic English. Students learn to apply process writing; recognize and employ logical patterns and methods of organization; write a thesis statement; differentiate fact from opinion; express a viewpoint on a controversial issue, with the purpose of persuading the reader to agree, by supporting that viewpoint with facts based on cited references; take notes in English from extensive readings and lectures using formal and informal outline forms; acquire integrated research and writing skills for academic purposes. Students also receive instruction in library and online research techniques as well as basic study skills.

Minimum Credits: 0.25

ESL 156 - Comparative Culture Studies

This course is designed to improve student English language skills, enhance writing and reading skills, and develop oral communication skills. It will help students to become more knowledgeable about American culture and their cultural differences. It will also expand and enrich their cross-cultural communication skills. The students discuss various aspects of cultural experiences in small groups. They learn to observe, describe, interpret, discuss, and then evaluate this information. The students research, read, and evaluate materials in periodicals, literature, films, and art sources using library, and the Internet. The students observe differences and similarities between the cultures and learn how to communicate them in English. The

students learn how to organize their materials, deliver oral presentations, and work on individual and team projects using technology.

Minimum Credits: 0.25

ESL 161 - Advanced Academic Listening

This course continues to develop the academic listening skills needed for undergraduate and graduate coursework. The course uses commentaries from National Public Radio and other authentic sources to help train the students to listen carefully to improve listening comprehension, identify main ideas, supporting information and more discreet details. The course also uses simulated lectures to develop extended listening skills and note-taking abilities.

Minimum Credits: 0.25

ESL 162 - Advanced Academic Reading

This course prepares advanced English language learners for the rigors of university reading. Students are introduced to authentic readings selected from a variety of current periodicals, journals, books and short stories to help develop analytical reading skills to improve reading comprehension, locate main ideas and supporting details, recognize the author's purpose and meaning, and to separate fact from opinion. The course shows how to recognize content clues to better understand vocabulary, to interpret inferences, and to increase reading speed without sacrificing comprehension.

Minimum Credits: 0.25

ESL 163 - Understanding English Grammar III

This course is the final course in the series of advanced grammar courses. The intent is to prepare the students for the grammatical forms and discourse usage they will encounter in oral and written university coursework. The focus includes, but is not limited to, active and passive verbs, phrasal verbs, coordination and subordination, participial adjectives, adverb/adjective/noun clauses, reduction of adverb and adjectives clauses.

Minimum Credits: 0.25

ESL 164 - Advanced Oral Communication

This course focuses on increasing academic vocabulary, pronunciation, and communication skills necessary to succeed in university coursework. Students are required to discuss academic topics presented in class or from out of class assignments, to ask and answer questions, participate in individual, team and group projects, deliver individual presentations, and complete guided speaking exercises.

Minimum Credits: 0.25

ESL 165 - Essay Writing for Academic Purposes

This course focuses on the continued development of academic writing skills for international students. It guides the student to plan, organize, and write subjective and objective, coherent and cohesive paragraphs and essays using the most common process writing formats. The course shows students how to take notes from a lecture and researched material, and to outline, paraphrase, summarize and cite material while avoiding plagiarism.

Minimum Credits: 0.25

ESL 166 - Comparative Cultures V

This course increases the student's knowledge of American and the other cultures represented in the class. A number of issues and functions where expectation may differ are discussed. All four language skills will be called upon in this course.

Minimum Credits: 0.25

ESL 241 - Intro to Academic Listening II

This course is designed to further establish the ability of English language students to successfully comprehend what they hear in American university classrooms and on campus, as well as in situations of everyday life. Students will engage in a variety of listening venues. Opportunities include lectures by university professors on many topics, authentic conversations relevant to academic and campus life, and authentic radio broadcasts about issues pertinent to American business interests and personal life. Students practice academic skills, like note-taking and guessing meaning from context, and receive training in decoding informal discourse patterns like reduced forms of words and interjections. Vocabulary and complexity of speech patterns increases as the course progresses.

Minimum Credits: 0.25

ESL 242 - Intro to Academic Reading II

The emphasis of this course is to help the development of reading fluency and rate flexibility and apply critical thinking skills while reading academic selections and passages. Using a strategy-based approach, the course will review pre-reading and reading techniques such as previewing, skimming, scanning, and attention to main ideas and details. A continuation of learning to paraphrase and summarize is also a focus.

Minimum Credits: 0.25

ESL 243 - Further Understanding English Grammar

This course helps students further develop their written and spoken English grammar skills by studying the rules of grammar according to form and discourse usage. The course reviews the use of subordination in noun, adjective, and adverb clauses and includes students' life experiences as context for grammar-based communicative approach to learning. Students will engage in free response exercises to aid in the understanding of form, meaning, and usage of the target structures.

Minimum Credits: 0.25

ESL 244 - Introduction to Oral Communication II

This course builds the capacity of English language students to participate in the discourse in American university classrooms and campuses and in everyday life in the US. Speaking opportunities are aligned with listening opportunities in ESL 241, Introduction to Academic Listening II. They are designed to help students join study groups, interact with professors, make friends, and to successfully converse in all everyday living situations such a shopping, inquiring about a bill, and discussing news, culture, and everyday life. Students practice engaging in everyday conversation, interviewing, discussing issues akin to university life and living in American society, sharing opinions, and formally presenting material through Power Point usage.

Minimum Credits: 0.25

ESL 245 - Introduction to Essay Writing II

As the course begins, students will review academic writing skills by developing, organizing, composing, and revising a 3-5 paragraph essay. Students receive instruction on using appropriate vocabulary, grammar, and sentence structure following the conventions of standard written English. Using a step-by-step approach and varied practices, students are guided through the academic writing process to produce well-organized and developed essays with clear thesis statements. They learn to express ideas and viewpoints with supportive statements and factual reasoning.

Minimum Credits: 0.25

ESL 246 - Comparative Cultures IV

This course provides international students in the United States with an overview of American culture and tradition and improves comprehension of nonnative students. The course also allows opportunity for discussion of American cultural norms as compared to other cultures.

Minimum Credits: 0.25

English as a Foreign Language

EFL 501 - Language Learning and Acquisition

This course explores contemporary knowledge about foreign language acquisition, including the influences of age, environment and motivation; learning styles, including ELSIE, Barsch Learning Style Inventory and other cognitive and behavioral scales; multiple intelligences; and learner language and inter-language.

Minimum Credits: 3

EFL 502 - Evaluation and Assessment

The first part of this course is an introduction to proficiency, achievement, diagnostic and placement testing. The use of student portfolios in the EFL classroom and self-evaluation and observation techniques, including checklists and anecdotal reports, also are covered.

Minimum Credits: 3

EFL 503 - Descriptive Linguistics of American English

This course covers the American English sound system and American English grammar. Students learn the basics of AE phonetics and phonology; including vowels, consonants, diphthongs, pitch and stress; place and manner of articulation; and the International Phonetic Alphabet (IPA). They also learn the basics of AE morphology and syntax, including the parts of speech, words and their constituents, inflection, sentence types, sentence diagramming, surface and deep structure and transformational process.

Minimum Credits: 3

EFL 504 - Introduction to Curriculum Development, Design and Implementation

Topics include curriculum, syllabus and lesson planning, with emphasis on observable performance objectives; lesson stages and principles of effective EFL lesson construction; effective procedures for choosing, editing and managing EFL lesson content; long-term lesson planning; teacher roles in the classroom; and principles and techniques for teaching mixed-proficiency level classes.

Minimum Credits: 3

EFL 505 - Overview of TESOL Methodology

This course emphasizes communicative language teaching. Specific methods and approaches to be explained include grammar translation, audio-lingual method, total physical responses, natural approach, language experience approach, literature-based approach, phonics, whole language, community language learning, Suggestopedia, Silent Way, cognitive academic language learning, content- and theme-based instruction and computer-assisted language learning.

Minimum Credits: 3

EFL 523 - Listening and Speaking Techniques

This course explains and describes listening and speaking actively and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants.

Minimum Credits: 3

EFL 525 - Reading and Writing Techniques

This course explains and describes reading and writing activities and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants.

Minimum Credits: 3

EFL 526 - Aspects of Literacy/Multilingual Learner

This course will examine the role of literacy in the public school classroom (K-Adult) for linguistically and culturally diverse students. A careful analysis will be conducted of the reading process as it applies to both young English Language Learners (ELLs) and older ELLs who come to the classroom with varying degrees of literacy. The influences of the first language on reading in the second language classroom will also be examined.

Minimum Credits: 3

EFL 527 - Strategies/Techniques for Teaching Grammar

This course will help students develop a deeper knowledge and understanding of English grammar in order to become more informed teachers. Students will review and discuss different approaches to the teaching of grammar, as well as how to create or adapt specific techniques for a variety of learning situations. The course will include teaching simulations by the instructor and the participants.

Minimum Credits: 3

EFL 530 - Methods of Teaching English through Drama

This innovative new course provides an overview of the use of drama in English education, especially second language acquisition, and provides training in the use of applied drama techniques, process drama, and readers' theatre for language teaching. Students will gain an understanding of appropriate means of integrating drama activities with the goals of language acquisition including use of games, improvisation, work with structuring drama, play-writing, and development, dramatic reading, and training in voice and diction. Students will learn how to integrate educational theatre approaches with curriculum and make them relevant to all ages and levels of language learners.

Minimum Credits: 3

EFL 531 - Pronunciation Techniques

This course begins with a review of the International Phonetic Alphabet (the IPA) and the American English sound system and proceeds to a diagnosis of individual student pronunciation problems. Explanations and descriptions of techniques to improve pronunciation and activities to teach proper formation of consonants, vowels, and diphthongs will be given. Practice with connected speech, word/sentence stress, and intonation patterns will be emphasized through drama related activities. Also included are issues of first language interference and the design and implementation of lessons and curricula.

Minimum Credits: 3

EFL 536 - Content-Based Instruction

This course explains how to develop theme- and content-based lessons and classes using US cultural topics and adapting and controlling material for various proficiency levels.

Minimum Credits: 3

EFL 537 - Computer-Assisted Language Learning

This course provides a hands-on, collaborative environment in which to learn about and explore the use of computer technology for language learning. As much as possible, participants are encouraged to use various technologies examined in class to develop learning materials relevant to their current or future teaching contexts. Participants are also encouraged to use these technologies to collaborate with and engage other EFL/ESL professionals in learning about the theory, pedagogy, and application of CALL.

Minimum Credits: 3

EFL 540 - Socio-Cultural Context of Language Teaching

Topics include sociolinguistics, regional variation and cultural diversity as they apply to TESL/TEFL. A unit on the history of the English language is also included.

Minimum Credits: 3

EFL 580 - Thesis

Students in the MS-TEFL Program may choose EFL 580: Thesis as an elective course. This research project must be supervised by a full-time faculty member of ILE and must be approved by the Chair of the MS-TEFL Program. Students may substitute up to six credit hours of thesis in lieu of two elective courses in the MS-TEFL Program. Thesis may not be taken until the final term of study, except by permission of the MS-TEFL Chair.

Minimum Credits: 3

Maximum Credits: 6

EFL 599 - Supervised Practice Teaching

Participants have the opportunity to teach a wide variety of courses in the Manchester area. Options include teaching children and adults and teaching life skills and academic English, among others. Participants first will meet to design, develop and prepare for lessons.

Minimum Credits: 3

Environmental Studies**ENV 101 - Environmental Science**

This course provides an introduction to the scientific aspects of the environmental field. The first part of the course introduces students to the foundations of environmental science, while the second part concentrates on the application of these foundations to real life environmental problems. Therefore, the course not only engages the fundamentals of environmental science but also shows students how science informs sustainability, environmental policies, economics and personal choice.

Minimum Credits: 3

ENV 219 - Environmental Issues

Students in this course examine major environmental problems to make them aware of current and potential environmental issues from the perspectives of society, business, and the individual. Global marker.

Minimum Credits: 3

ENV 250 - Environmental Research Methods

This course provides students with an understanding of how to evaluate, conduct, write and design research. Required for environmental science majors, it introduces the why, when and how quantitative and qualitative methods are used as investigative tools. The course follows the scientific method and focuses on how to search the literature, write a literature review, formulate research questions/hypotheses, and design experiments to test these hypotheses. We will also explore qualitative methods and discuss their use in the field with special attention to conducting interviews, case studies, and focus groups. Students will prepare a research proposal on a topic of interest. Formulation of this project begins early, forms the basis for a final project, and is presented in a mock scientific conference.

Minimum Credits: 3

ENV 305 - Global Climate Change

This interdisciplinary course brings students up to date on what is known and not known about the causes and consequences of global climate change, and about viable response options. Topics include analysis of climate drivers such as greenhouse gas emissions, and land-use changes, and investigation of some climate system responses such as increased storm intensity and increased surface temperature. Students also explore some of the societal and economic impacts of global climate change. By reference to the most recent report of the Intergovernmental Panel on Climate Change, paleoclimate studies, and other authoritative sources, students learn how to separate fact from fiction in the often publicized debate about the dynamics of global climate change and about how we should respond to it.

Prerequisite(s): ENV 219 or SCI 219

Minimum Credits: 3

ENV 319 - US Environmental Law and Politics

How can businesses, governments, and public interest groups achieve environmental sustainability goals in legal and political contexts that were designed with other goals in mind? This interdisciplinary course explores the options in the United States, and provides a comprehensive point of comparison for topics explored in ENV 329 and ENV 349. Students spend about half of the course learning how to spot facts that give rise to compliance issues for businesses and other private parties under a full spectrum of federal environmental laws, and to identify opportunities for achieving broader sustainability goals within the constraints imposed by the law. In the other half, students learn both how to predict environmental law and policy outcomes and how to shape them adaptively in pursuit of sustainability goals in a fragmented system of governance that was designed to privilege special interests and to favor the status quo.

Prerequisite(s): POL 210 and ENV 219 or SCI 219

Minimum Credits: 3

ENV 322 - Environment and Development

How can businesses, governments, and civil society organizations work together to build environmentally sustainable economies and livable local communities in an increasingly crowded and globalized world? This interdisciplinary course looks to human ecology, environmental and ecological economics, community economic development, and related fields for answers to this question. Students use the theoretical insights of these fields to identify assumptions about human nature and nurture that lead to environmentally unsustainable economic and development practices, and apply them to the practical problems of building robust national economies and healthy local communities through public-private partnerships and other means.

Prerequisite(s): ENV 219 or SCI 219

Minimum Credits: 3

ENV 325 - Industrial Ecology

How can industrialized societies, industrial economic sectors, and industrial firms maintain and enhance productivity without exceeding the capacity of the natural environment to serve as a source of raw materials and to absorb wastes? This interdisciplinary course looks to the field of industrial ecology for answers to these questions. Industrial ecology aims to minimize the environmental costs of industrial activities by applying lessons learned from ecosystems, in which all wastes are consumed as raw materials by other parts of the system. At scales ranging from whole societies to individual firms, students in this course learn how to stretch resources, manage risks, protect human health, and pursue environmental sustainability through strategies for preventing, reducing, reusing, and recycling the wastes that otherwise would be released to the environment as pollution.

Prerequisite(s): ENV 219 or SCI 219

Minimum Credits: 3

ENV 329 - International Environmental Law and Negotiation

How can we resolve environmental disagreements without picking winners and losers or merely agreeing to disagree? This interdisciplinary course explores the most effective strategy for doing so in negotiating agreements of all kinds, using the multilateral agreements that are at the center of international environmental law as illustrative examples. Students spend about half of the course exploring the nature of international law, salient features of the international system, and the content of multilateral environmental agreements of interest to them. In the other half, students first learn the art of win-win negotiation, and then put their skills to work as they assume the roles of member-states of the International Whaling Commission to negotiate the fate of a controversial proposal to end the international ban on commercial whaling.

Prerequisite(s): ENV 349 or both POL 211 and either ENV 219 or SCI 219

Minimum Credits: 3

ENV 344 - Environmental Science Colloquium I

This is an issue-based discussion course that integrates previous learning with the fundamental scientific principles underlying the issue. Discussions will likely include interdisciplinary scientific principles designed to develop issue competency and critical thinking skills. Several topics will be explored from either long-standing or current environmental science issues. Students are expected to conduct extensive research on the topics and communicate their knowledge in both oral and written assignments. Topics may change over time, but the basic focus on the underlying interdisciplinary scientific principles will remain.

Prerequisite(s): ENV 101 ENV 250

Minimum Credits: 1

ENV 349 - Comparative Environmental Law and Sustainable Development

How effective is environmental law as a strategy for achieving sustainable development? How does its diversity across countries and cultures constrain the ability of businesses, governments, and civil society organizations to achieve environmental sustainability goals in an increasingly globalized world? This interdisciplinary course examines the many legal, political, cultural, and other factors that shape the answer to these questions, using China, India, Russia, and the European Union as illustrative examples. Students explore the implications of these factors not only for businesses, governments, and civil society organizations pursuing sustainability goals within their own countries, but also for their counterparts in other countries to whom the former are linked through bilateral trade relationships and global supply chains. Students spend the last third of the course playing and critiquing their own performance in Stratagem, a computer-assisted simulation game, in which they assume the roles of government ministers in a less developed country and try to chart a course of environmentally sustainable development for that country over a period of sixty years.

Prerequisite(s): POL 210 and ENV 219, ENV 319 or SCI 219. ENV-319 recommended.

Minimum Credits: 3

ENV 372 - Sustainability Strategies for Business

This course introduces students to sustainability practices in business settings. After learning the fundamentals of earth system science and ecological economics, students will explore topics such as carbon management, ecosystem services, natural resource sustainability, and energy use options. Students will analyze regional, national, and international case studies that highlight sustainability practices in business settings to determine what works and what does not. Students will also read, write about, and discuss articles on sustainability in business.

Prerequisite(s): ENV 219 or SCI 219

Minimum Credits: 3

ENV 404 - Environmentally Sustainable Field Experience I

This course offers students an opportunity to undertake an experiential learning project that contributes to the environmental sustainability of human societies. Students work with a supervising faculty member to design a field experience appropriate to their educational and career goals.

Prerequisite(s): ENV 319, ENV 329 or ENV 349

Minimum Credits: 3

ENV 405 - Environmentally Sustainable Field Experience II

This course offers students the opportunity to undertake an experiential learning project contributes to the environmental sustainability of human societies. Students work with a supervising faculty member to design a field experience appropriate to their educational and career goals.

Prerequisite(s): ENV 319, ENV 329 or ENV 349

Minimum Credits: 3

ENV 410A - Semester in Washington, D.C. Political Science Field Experience

This course is the vehicle through which students receive ENV course credit for participation in all but the seminar component of SNHU's Semester in Washington, D.C. The program promotes experiential learning through civic engagement and other activities. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. Space in the program is limited, so students must notify the SNHU environmental management program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's web site (www.twc.edu) and the SNHU environmental management program coordinator. This course is taken concurrently with ENV 410B.

Prerequisite(s): ENV 319, ENV 329 or ENV 349 and junior standing with permission of SNHU environmental management program coordinator

Minimum Credits: 12

ENV 410B - Seminar in Washington, DC: Environmental Policy Field Experience

This course is the vehicle through which students receive ENV course credit for the seminar component of SNHU's Semester in Washington, D.C. The Semester in Washington is hosted by the Washington Center for Internships and Academic Seminars. Space in the program is limited, so students must notify the SNHU environmental management program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's web site (www.twc.edu) and the SNHU environmental management program coordinator. This course is taken concurrently with ENV 410A.

Prerequisite(s): ENV 319, ENV 329 or ENV 349 and junior standing with permission of SNHU environmental management program coordinator

Minimum Credits: 3

ENV 444 - Environmental Science Colloquium II

This is an issue-based discussion course designed to define and explore the multifaceted consequences of environmental science issues. Discussions will use the foundations established in ENV-344 to explore the interdisciplinary consequences related to environmental science issues. Students are expected to conduct extensive research on the topics and communicate their knowledge in both oral and written assignments. Topics may change over time, but the basic focus on the multifaceted ramifications will remain. Senior standing or permission of instructor.

Prerequisite(s): ENV 344 and Senior level standing

Minimum Credits: 1

ENV 480 - Independent Study

This course offers students the opportunity to study an interdisciplinary topic not covered in any course listed in the catalog, under the supervision of an environmental faculty member.

Minimum Credits: 3

ENV 490 - Environmental Studies Internship

Offered as needed. study an interdisciplinary topic not covered in any course listed in the catalog, under the supervision of an environmental faculty member.

Minimum Credits: 3

Maximum Credits: 12

Fashion Merchandising**FMK 290 - Fashion Merchandising Internship**

Students enrolled in this program will complete a minimum of 150 hours internship in the fashion field. The internship must pertain to the way apparel products and apparel accessories are marketed and distributed. It has to be approved by the career development center and the fashion program coordinator. It is strongly suggested that students complete the internship in the summer between their first and second year at Southern New Hampshire University.

Minimum Credits: 0

Maximum Credits: 3

FMM 101 - Basic Design and Color Theory

This course examines the basic principles of design, including balance, emphasis, proportion and rhythm. The art elements of line, space, texture and color are studied with special emphasis on how they relate to advertising layout and design and visual merchandising. This course is cross-listed with GRA 101.

Minimum Credits: 3

FMM 114 - Introduction to Fashion Merchandising

Fashion principles and procedures used in planning, selecting, pricing and selling fashion goods in retail stores, catalogs and on the Internet are studied. Merchandising systems, assortment plans and inventory control methods are analyzed. A field trip to New York City's market district is a possibility.

Minimum Credits: 3

FMM 204 - Textiles and Color Theory

Textile information pertinent to merchandising is included in this course. Analysis of fibers, yarns and weaves, fabric recognition, and a detailed study of natural and man-made materials are emphasized.

Minimum Credits: 3

FMM 208 - History of Fashion and Costume

Fashion is another term for the costume of a time and place, an expression of a period with all of its passions, politics, attitudes and history. This course considers textiles, silhouettes, shapes, and design adaptations in light of the technological capacities of the time, the geographic environment, social structure, political systems and economic conditions around the globe and over time. Students will gain an understanding of appreciation of how these underpin and influence contemporary fashion design and development.

Minimum Credits: 3

FMM 225 - Merchandise Planning

This course seeks to instill in students a complete understanding of the influence of merchandise planning and purchasing on retail profit. Students analyze profit and loss statement and demonstrate a complete understanding of the factors that

influence the retailer's financial performance.

Minimum Credits: 3

FMM 325 - Sustainability in Fashion

The overall objective of this course is to explore the role that sustainability plays in fashion merchandising managers' decision to buy from vendors. It explores production and commercialization decisions with respect to buying green. It exposes students to the influence of social responsibility on fashion retailers' decisions.

Minimum Credits: 3

FMM 326 - Global Consumer Culture

Every day, everywhere in the world, people make decisions about what to wear and how to wear it. Daily dressing is about much more than clothing. It includes making choices of clothing, accessories and grooming. Its relationship to human nature is at once biological, social and aesthetic. As cultures and geography changes around the world, so too do the representations of that relationship become more diverse. Dressing thus represents a broad swath of widely differing actions and decisions. This course studies the way consumers worldwide choose their dress forms to represent who and what they are, and how they wish to express themselves those around them. It considers both commonalities and differences in global consumer cultures of dress.

Prerequisite(s): MKT 113

Minimum Credits: 3

FMM 340 - Merchandise Management Strategies

Effective merchandise management involves efficient decision making. Ordering, keeping and managing the right merchandise in terms of size and quantity are the key to a retailer's success. Retail merchandise management brings to light the vital relationship between the manufacturer and the retailer. Students explore various strategic techniques that influence profit including vendors-fashion retailers' negotiations over merchandise.

Prerequisite(s): FMM 225

Minimum Credits: 3

FMM 410 - Fashion Research and Forecasting

This course applies the qualitative and quantitative investigations approaches to fashion and fashion accessories. Students will analyze descriptive and inferential statistics to understand consumer taste for current and future trends in fashion.

Prerequisite(s): MAT 240

Minimum Credits: 3

FMM 417 - Global Sourcing and Apparel

This course analyzes global trades in textiles and apparel. The course explains the necessity of export and import in the textiles and apparel industry. Topics include global trades in apparel (the benefits of export and import), trade policies and trade organizations.

Prerequisite(s): FMM 114 and MKT 222

Minimum Credits: 3

FMM 457 - Strategic Fashion Management

Students utilize knowledge accumulated in various courses of the program to design a fashion merchandise strategy for a local fashion and apparel retailer/or a strategy for fashion accessory retailers. This course considers both qualitative and quantitative research methodologies to investigate management issues or examine opportunities for fashion retailers. Finally, students are exposed to knowledge necessary for an effective and efficient fashion retail store management.

Prerequisite(s): FMM 204, FMM 208, FMM 325, FMM 340, MKT 228, MKT 231.

Minimum Credits: 3

FMM 457 - Strategic Fashion Management

Students utilize knowledge accumulated in various courses of the program to design a fashion merchandise strategy for a local fashion and apparel retailers or a strategy for fashion accessory retailers. This course considers both qualitative and quantitative research methodologies to investigate management issues or examine opportunities for fashion retailers.

Prerequisite(s): FMM 204 FMM 208 FMM 325 FMM 340 MKT 228 and MKT 231

Minimum Credits: 3

FMM 490 - Fashion Merchandising and Management Internship

Fashion Merchandising and Management Internship

Minimum Credits: 0

Maximum Credits: 12

Field-Based Graduate Program in Education

EDGR 600 - Profile Seminar

This seminar is taken at the start of the program and is a prerequisite for admission into the graduate program. Students determine how the program best serves their professional goals and meet with faculty to determine whether these goals can be met. Students in this seminar are oriented to the program and begin to shape their courses of study and future integrative activities.

Minimum Credits: 1

EDGR 601 - Action Research Practicum I

This seminar reviews the entire Action Research process and sequence. Students are expected to begin to conceptualizing their practicum topics and developing research questions specific to their work environments.

Minimum Credits: 1

EDGR 602 - Action Research Practicum II

This seminar continues the Action Research process through collegial networking and discussion. Students address literature and research reviews and develop data collectors for researching their environments. The concept of triangulation to maximize the reliability of developed assessment tools is stressed as part of the research design.

Minimum Credits: 1

EDGR 603 - Action Research Practicum III

Students in this session begin collecting data using the tools they developed in the previous seminar. This collection occurs over a period of time to ensure complete acquisition of data and assessment information. Networking with classmates to draw upon the "collective genius" of the cohort is part of the process.

Minimum Credits: 1

EDGR 604 - Action Research Practicum IV

Students examine in detail the information they have collected for their studies. Trends are identified and options for change are discussed. Students identify and implement plans of action.

Minimum Credits: 1

EDGR 610 - Dimensions of Curriculum and Management

This course examines the knowledge and skills a professional educator needs to exercise leadership in curriculum development, implementation and assessment.

Minimum Credits: 3

EDGR 615 - Curriculum and Management Decision Making

In this second-level course, processes involved in curriculum implementation are stressed, practiced and related specifically to students' school settings or education environments.

Minimum Credits: 3

EDGR 620 - Dimensions of Teaching/Instructional Technology

Is teaching an art or a science? In what ways can it be enhanced through technology? Course participants investigate the act of teaching and the integration of technology to construct relevant learning experiences for themselves and their students.

Minimum Credits: 3

EDGR 625 - Teaching and Instructional Technology Applications

This second-level course intensifies the effort to determine the best processes to integrate the varying forms of instructional technology into different disciplines and environments on behalf of students.

Minimum Credits: 3

EDGR 630 - Dimensions of Assessment and Evaluation

How are assessment and evaluation part of the learning process? What works in assessment? Participants in this course examine assessment and evaluation approaches and give special attention to developing products, such as Portfolio.

Minimum Credits: 3

EDGR 635 - Applications in Assessment/Evaluation

Students apply forms of assessment and evaluation learned in the first-level course to their own classrooms, school buildings or education systems.

Minimum Credits: 3

EDGR 640 - Dimensions of Leadership & Organization

Are teachers leaders? How has the role of the school administrator evolved? Students in this class examine the body of leadership research within the context of educational organizations and explore the relationship between leadership style and educational leadership.

Minimum Credits: 3

EDGR 645 - Challenges in Leadership

How can educators use their leadership styles on behalf of their students? This course provides an in-depth exploration of the processes of maximizing educators' skills to effect positive change in classrooms or other education settings.

Minimum Credits: 3

EDGR 650 - Dimensions in Learning and Development

Learning is the process of constructing meaningful connections. Class participants explore and apply theories of learning and human development in the context of educational settings.

Minimum Credits: 3

EDGR 655 - Learning and Development Applications

Though we know the developmental stages of the children with whom we work and the adults with whom we interact, how do we maximize those efforts in real life? This class explores in-depth the processes involved in interactions with children and adults in order to ensure progressive change.

Minimum Credits: 3

EDGR 690 - Capstone Seminar

This seminar is taken at the final stage of the program. It provides an opportunity for students to celebrate the professional milestones that they have achieved as they complete the master of education program. This also is the occasion for extending and celebrating professional growth by sharing key insights or research results from the practicum with the professional community.

Minimum Credits: 1

Fine Arts

FAS 2ST1 - Introduction to Theory and Practice of Dance

This special topics course is an introduction to the principles and of practices dance. In this course students will explore a variety of dance movements through kinesthetic learning; students will explore the utilization of space for the purpose of the execution of effective dance movement. Throughout this course students will focus on learning that affects energy in human body movement and how dance can communicate human emotion, and tell a story by harnessing the synergy of human body motion, sound, and music.

Minimum Credits: 3

FAS 3ST1 - Improvisation Workshop

In this special topics course students will develop a working understanding of the basic techniques of improvisation through a variety of improvisation structures, exercises and approaches. The class will culminate in a modest performance project.

Minimum Credits: 3

FAS 110 - Introductory Drawing

In this course, students are introduced to the fundamentals of drawing from observation and imagination in a variety of media. A series of in-class drawing exercises will introduce the basic visual elements and their application to pictorial composition. Still life, figurative, and abstract drawing projects will afford students multi-faceted experiences in the creation of composition.

Class meets 60 hours per term.

Minimum Credits: 3

FAS 201 - Introduction to Humanities I

This course offers vocabulary, understanding and appreciation of the visual arts in their cultural contexts in history, religion, literature, music and ideas. It focuses on the achievements of ancient Greece and Rome, the medieval period and the

Renaissance while also exploring related issues in non-European cultures. May be taken independently of FAS 202.

Minimum Credits: 3

FAS 202 - Introduction to Humanities II

This course offers vocabulary, understanding and appreciation of the visual arts in their cultural contexts in history, religion, literature, music and ideas. It focuses on the cultural periods of the Baroque, the Enlightenment, Romanticism and Early Modernism while also exploring related issues in non-European cultures. May be taken independently of FAS 201.

Minimum Credits: 3

FAS 225 - Introduction to Photography

The course reviews the various kinds of still cameras and the ways in which students can employ the use of light, visual impact and optical effects. Students are encouraged to take photographs during the term and to apply the knowledge to practical situations.

Minimum Credits: 3

FAS 226 - Digital Photography

Photography as a visual medium is integral to the study of contemporary communication. This course introduces students to the history and practice of producing photographic images. The content of the course is a combination of lecture and the hands-on practice of both the analog and digital methods of photographic image-making. The traditional darkroom is dispensed with, giving over to the computer the role of darkroom, with the student using Adobe Photoshop and other image editors to process traditional film and digital image captures. The student is taught to use both film and non-film digital cameras to capture, process and print a portfolio of several original photographic images. Students have the opportunity to output photo prints on state-of-the-art digital printers and plotters ranging from small to large scale on a variety of art papers. Lectures on pictorial composition, subject matter choice, and methods of presentation display will accompany hands-on technical exercises.

Minimum Credits: 3

FAS 260 - Architecture: Introduction and History

The aim of this course is to stimulate the appreciation of architecture in students who have had little or no exposure to the subject. The course is organized by historical periods, from ancient Egypt through the end of the 20th century. It considers architectural aims, materials, methods, structural principles, major works and styles. It makes connections between individual buildings and the cultural contexts from which they were derived. Field trips are required.

Minimum Credits: 3

FAS 270 - Introduction to Film History

As an overview of film history and aesthetics, this course explores film history from 1895 to the present. Emphasis is on the development of film as a technology, an art form, an industry, and a cultural institution. The class will research and discuss genres, movements, directors, and landmarks in film history. Students will view films, participate in in-class and online discussions of films and readings, attend lectures, and write a collaborative research project. Global marker.

Minimum Credits: 3

FAS 305 - Digital Documentary Photography

This course provides an opportunity for students to explore the art of storytelling through visual means. Utilizing either digital photography or film, students will be expected to produce a body of work that focuses on a particular subject (individual, place, organization) or larger issue. This class will not be assignment driven. Instead, each student will work on one long-term project. To prepare for that, students will begin the term by focusing on a small story that can be captured in about two weeks. The main goal of the term will be the completion of a single project that will be worked on weekly during the course and presented in final form at the end of the term. Each week students will be expected to bring in photographs that will be the building

blocks to the story they have chosen to tell. Participating students must be self-starters, interested in documentary photography and curious about how to use photography as a means of expression and persuasion. Projects will need to be approved by the instructor, though there will be a great deal of space for students to tailor their projects to their own interests and creative needs. The class is a hands-on course and success will be measured by students' ability to choose a subject, capture it visually, show material regularly in class and present the project in a final form that reflects the subject explored. Each week we will discuss each student's progress, we will discuss particular images and the overall stories being told. Students will be asked to keep a written diary as well to help track the work they do as they seek out and execute their story ideas.

Prerequisite(s): FAS 226

Minimum Credits: 3

FAS 310 - Illustration

This course builds upon skills and concepts learned in FAS-110 (Introductory Drawing) with the focus shifting to applications of drawing in projects related to the discipline of graphic design. Drawing skills will be applied to such practical applications as storyboarding, text illustration and display, packaging design, web design, video animation and multimedia.

Prerequisite(s): FAS 110

Minimum Credits: 3

FAS 320 - History of Design

This course introduces the major movements in the history of design since the Industrial Revolution, including the Arts & Crafts Movement, Art Nouveau, Art Deco, the Bauhaus, constructivism, and contemporary trends in popular design. Student will be encouraged to apply their learning to practical design exercises.

Prerequisite(s): FAS 201 or FAS 202

Minimum Credits: 3

FAS 326 - History of Photography

This course will examine the history of photography from its invention in 1839 to the present time. The course will endeavor to address the technical artistic and social underpinnings of this most modern of art forms.

Minimum Credits: 3

FAS 335 - Romanticism to Impressionism

This course examines European painting of the 19th-century, one of the most abundantly creative periods in all of art history. From grand historical paintings of Napoleon, to intimate Romantic visions, to remarkably fresh, dewy landscapes, to sublime views of industry and urban development, the art of this period rises to the height of both aesthetic achievement and cultural relevance. In addition, to presenting famous artists and works, the course draws forth central themes of the time, including the rise of individualism, industrialization, urbanization, the growing power of the market place, and the flourishing of middle class culture.

Minimum Credits: 3

FAS 342 - Modernism

This course will examine the development of painting and sculpture in Europe from the 1880s through 1945 in relation to its social, cultural, and political contexts. An incredibly rich period for the visual arts, the Modernist movement stands alone in its dazzling array of visual styles, its passionate and at times tumultuous involvement with politics and social concerns, and its international scope.

Minimum Credits: 3

FAS 345 - Contemporary Art

This course covers art since 1945, a period of radical experimentation when the very definition of art has been challenged. Painting, sculpture, architecture, photography, and recent developments in video, installation, and multi-media will be examined in relation to major issues in postwar culture, politics, and art criticism.

Minimum Credits: 3

FAS 365 - Arts Administration

This course will be an introduction to the fundamental best practices for the management of visual and/or performing arts organizations. The areas that will be covered include but are not limited to: governance, programming, budgeting, marketing and public relations, grant writing and other fund-raising practices; development of financial statements and other issues associated with the founding and on-going management of non-profit arts organizations.

Minimum Credits: 3

FAS 370 - American Art: Colonial to WWII

This is a course will introduce students to the unique artistic tradition of the United States from Colonial times to World War II. In addition to studying masterworks by the likes of Copley, Cole, Church, Homer, Sargent, and Hooper, students will engage with issues such as the construction of an American identity, the role of the fine arts in American society, and the tensions of class, gender, race, and ethnicity in American art. As such the course will function as a vibrant retelling of American history as revealed in its visual production.

Minimum Credits: 3

FAS 380 - Art and Gender

This course explores the nature of gendered representation in the history of art from the Renaissance to the present. While the primary focus will be on the representation of women and the work of women artists, the construction of masculinity in the arts will also be addressed. Art will be examined in relation to its political, social, economic, and religious context to establish the broader implications of these visual documents. The student will gain a broadly inclusive understanding of the Western artist tradition as well as sensitivity to gender issues and the gendered nature of representation.

Minimum Credits: 3

FAS 480 - Independent Study

This course allows the student to investigate any fine arts subject not incorporated into the curriculum.

Minimum Credits: 3

MFA 501 - Summer Residency I

Minimum Credits: 3

MFA 502 - Winter Residency I

Minimum Credits: 3

MFA 503 - Summer Residency II

Minimum Credits: 3

MFA 504 - Winter Residency II

Minimum Credits: 3

MFA 510 - MFA Workshop: Fiction Writing I

Fiction Writing I is a course designed to provide the student entering the MFA program in fiction a grasp of the central principles of writing professional quality fiction. Students will submit to the instructor every four weeks 30 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit on a bi-weekly basis a reading journal covering the reading assignments accomplished during the period. By the end of the course the student should have completed between 60 and 120 pages of polished fictional prose (prose well beyond the first or second draft).

Minimum Credits: 12

MFA 511 - MFA Workshop: Fiction Writing II

Fiction Writing II is designed to extend a student's grasp of the essential principles of writing profession-quality fiction. During the second semester students also prepare to do a substantial critical analysis in their genre through a series of brief critical papers in addition to developing creative manuscripts. Students will submit to the instructor every four weeks 30 pages of manuscript, double-spaced, 12 point font, with pagination, read the month due. In addition, and on a schedule established with the instructor, students will submit a reading journal on the two assigned books and brief critical papers on selected stories and novels they are reading during the semester.

Prerequisite(s): MFA 510

Minimum Credits: 12

MFA 512 - Graduate Fiction Workshop III

Fiction Writing Workshop III builds on the foundations laid in the previous year (two writers' residencies and two six-month faculty- mentored courses, MFA 510 and 511). In this course, students will write and extend critical essay on a contemporary author or authors, continue work on their book-length thesis project in fiction, and develop critical literacy by continuing to read in prose fiction genres.

Prerequisite(s): MFA 511

Minimum Credits: 12

MFA 513 - Graduate Fiction Workshop IV

Fiction Writing Workshop IV complete the sequence of four residencies and four mentored semester of reading, critical analysis, writing and participation in workshops, lectures, and public readings.

Prerequisite(s): MFA 512

Minimum Credits: 12

MFA 520 - MFA Workshop: Non-Fiction Writing I

Non-fiction Writing I is a course designed to provide the student entering the MFA program in nonfiction a grasp of the central principles of writing professional-quality nonfiction. Students will submit to the instructor every four weeks 30 pages of manuscript, double-spaced, 12-point font, with pagination. In addition, and on a schedule established with the instructor, students will submit on a bi-weekly basis a reading journal covering the reading assignments accomplished during that period.

Minimum Credits: 12

MFA 521 - MFA Workshop: Non-Fiction Writing II

Nonfiction Writing II is designed to extend a student's grasp of the essential principles of writing professional quality nonfiction. During the second semester students also prepare to do a substantial critical analysis in their genre through a series of brief critical papers in addition to developing creative manuscripts. By the end of the course the student should have completed a series of short critical essays and between 60 and 120 additional pages of polished nonfiction prose.

Prerequisite(s): MFA 520

Minimum Credits: 12

MFA 522 - Graduate Non-Fiction Workshop III

Non Fiction Writing Workshop III builds on the foundations laid in the previous year. In this course, students will research and write an extended critical essay (suitable for publication) on a contemporary author or authors, continue working on a book-length thesis project in nonfiction, and develop critical literacy by continuing to read in prose nonfiction genres.

Prerequisite(s): MFA 521

Minimum Credits: 12

MFA 523 - Graduate Non-Fiction Workshop IV

Non-fiction Writing Workshop IV completes the sequence of four residencies and four mentored semesters of reading, critical analysis, writing, and participation in workshops, lectures, and public readings. By the end of the course, students should have a manuscript of prose polished to a level of professional quality to be suitable for submission to agents and editors.

Prerequisite(s): MFA 522

Minimum Credits: 12

MFA 710 - Internship

Minimum Credits: 3

Maximum Credits: 12

MUS 130 - Chorus

MUS-130 provides students the opportunity to rehearse and perform as a member of the SNHU Chorus. Students will study basic chamber music skills such as ensemble precision and group intonation. They will also develop individual practice techniques. Students are expected to practice their music outside of rehearsal on a regular basis. Students may enroll in this course for credit as many times as they would like.

Minimum Credits: 0

Maximum Credits: 3

MUS 131 - Chorus I

Must take Chorus I and Chorus II to receive 3 credits. Offered every semester.

Minimum Credits: 0

MUS 132 - Chorus II

Must take Chorus I and Chorus II to receive 3 credits. In addition to rehearsing and performing a repertoire representing various periods and styles of choral music, credit seeking students will receive instruction in solfege, theory and music appreciation related to the repertoire they sing. Participation in the chorus is also open to the entire university on a non-credit basis.

Prerequisite(s): MUS 131

Minimum Credits: 3

MUS 140 - Instrumental Music Ensemble

Instrumental music provides students the opportunity to rehearse and perform with the SNHU Orchestra, the SNHU Concert Band, the SNHU Brass Choir, the SNHU Jazz Combos, and/or the SNHU Rock Bands. Students will develop group performance skills such as ensemble precision and group intonation. Students are expected to practice their instrument outside of rehearsal on a regular basis. Students may enroll in this course for credit as many times as they would like.

Minimum Credits: 0

Maximum Credits: 3

MUS 142 - Instrumental Music II

Instrumental music provides students the opportunity to rehearse and perform with the SNHU chamber orchestra, the SNHU Jazz Combo, the SNHU Brass Choir, the SNHU Rock Bands and/or other SNHU instrumental chamber ensembles. Specific ensembles are created at the start of each semester based on student interest and available instrumentation. Students will study basic chamber music skills such as ensemble precision and group intonation. They will also develop individual practice techniques. Students are expected to practice their instrument outside of rehearsal on a regular basis. Three academic credits are awarded with the completion of every two semester of Instrumental Music.

Prerequisite(s): MUS 140

Minimum Credits: 3

MUS 211 - Music Theory and Aural Skills I

Music Theory and Aural Skills I introduces students to the basic elements, materials, and structure of Western tonal music with an emphasis on harmony, voice leading, and counterpoint. Students will develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

Minimum Credits: 3

MUS 212 - Music Theory and Aural Skills II

Music Theory and Aural Skills II continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in MUS 211. Students continue to develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

Prerequisite(s): MUS 211

Minimum Credits: 3

MUS 223 - Appreciation and History of Music

This course introduces students to the scope and history of Western art music, with emphasis on music of the Baroque, Classical, Romantic and Modern periods. It provides vocabulary, concepts and aural skills that allow listeners to hear with greater discernment and appreciation. Topics include composers, styles, instrumentation, form, texture and cultural contexts.

Minimum Credits: 3

MUS 231 - Chorus III

Must take Chorus III and Chorus IV to earn 3 credits.

Prerequisite(s): MUS 132

Minimum Credits: 0

MUS 232 - Chorus IV

Must take Chorus III and Chorus IV to earn 3 credits. Students continue studying choral singing by extending their credit-bearing participation in the chorus. Solfege, theory, and music appreciation will be individualized in consultation with the chorus director.

Prerequisite(s): MUS 231

Minimum Credits: 3

MUS 241 - Instrumental Music III

Instrumental music provides students the opportunity to rehearse and perform with the SNHU chamber orchestra, the SNHU Jazz Combo, the SNHU Brass Choir, the SNHU Rock Bands and/or other SNHU instrumental chamber ensembles. Specific ensembles are created at the start of each semester based on student interest and available instrumentation. Students will study basic chamber music skills such as ensemble precision and group intonation. They will also develop individual practice techniques. Students are expected to practice their instrument outside of rehearsal on a regular basis. Three academic credits

are awarded with the completion of every two semester of Instrumental Music.

Prerequisite(s): MUS 142

Minimum Credits: 0

MUS 242 - Instrumental Music IV

Instrumental music provides students the opportunity to rehearse and perform with the SNHU chamber orchestra, the SNHU Jazz Combo, the SNHU Brass Choir, the SNHU Rock Bands and/or other SNHU instrumental chamber ensembles. Specific ensembles are created at the start of each semester based on student interest and available instrumentation. Students will study basic chamber music skills such as ensemble precision and group intonation. They will also develop individual practice techniques. Students are expected to practice their instrument outside of rehearsal on a regular basis. Three academic credits are awarded with the completion of every two semester of Instrumental Music.

Prerequisite(s): MUS 241

Minimum Credits: 3

MUS 250 - Private Music Lessons

Students receive fifteen thirty minute private music lessons on their instrument or voice. Students may enroll in Private Music Lessons for credit as many times as they would like. Student enrolled in Private Music Lessons must participate in a SNHU performing ensemble.

Minimum Credits: 1

MUS 311 - Music Theory and Aural Skills III

Music Theory and Aural Skills III continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in MUS 211 and MUS 212 . Students continue to develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

Prerequisite(s): MUS 212

Minimum Credits: 3

MUS 312 - Music Theory and Aural Skills IV

Music Theory and Aural Skills IV continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in MUS 211, MUS 212 and MUS 311. Students will continue to develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing. Atonal music and jazz theory will be introduced.

Prerequisite(s): MUS 311

Minimum Credits: 3

MUS 323 - Music Theory and Composition

This course introduces students to the scope of western music theory and harmony. It provides vocabulary, concepts, and musical examples that allow students to comprehend the fundamentals of music theory and composition. Topics include music fundamentals, diatonic triads, diatonic seventh chords, chromaticism, and twentieth-century practices. The course places an emphasis on learning about music through original composition. This course requires interaction with SNHU Ensemble.

Minimum Credits: 3

MUS 351 - Music History: Antiquity to 1750

A study of the development of western music from its beginnings through the end of the Baroque period. Emphasis will be placed on developing a thorough knowledge of music literature. This course is intended for music majors.

Minimum Credits: 3

MUS 352 - Music History: 1750 to the Present

A study of the development of Western music from the Baroque period to the present. Emphasis will be placed on developing a thorough knowledge of music literature. This course is intended for music majors.

Prerequisite(s): MUS 351

Minimum Credits: 3

MUS 451 - Seminar: Music History and Theory

Advanced topics in music history and/or theory taught in a seminar format. Topics are announced one year in advance.

Students are expected to produce a substantial term project. This course is required for music education majors.

Prerequisite(s): MUS 312 and MUS 352

Minimum Credits: 3

Finance**FIN 250 - Personal Financial Planning**

This course provides an overview of personal financial decision-making. The course uses the life-cycle approach and emphasizes financial planning for each phase of life. Topics covered include career planning, budgeting, use of credit, insurance, investments, retirement planning and income tax planning.

Minimum Credits: 3

FIN 260 - Risk Management and Insurance

This course examines the concept of risk, the principles of risk management, private and social insurance mechanisms and the insurance industry. Special attention is given to business and personal risks associated with loss of income, the ownership of property and legal liability. Students are required to prepare and submit a written business and/or personal plan of risk management.

Minimum Credits: 3

FIN 320 - Principles of Finance

This course is designed to survey the corporate finance discipline, examine the financial management of corporations and help students develop the skills needed to make decisions about financing, investments and dividends. Students also will be introduced to money, capital markets and institutions.

Prerequisite(s): ECO 201, MAT 240 and ACC 201 or HTM 320

Minimum Credits: 3

FIN 330 - Corporate Finance

This course is a corporate finance elective intended to extend and further develop the long-term investment and financing topics introduced in FIN 320 Principles of Finance. The course addresses issues that face modern corporate managers when making capital budgeting and capital structure decisions, and focuses on applied managerial decision-making. Corporate Finance is designed for students seeking a more thorough understanding of the economic analysis of strategic and tactical investments, the effect financial leverage has on firm value, and the integration of investment and financial corporate strategies. Topics addressed include advanced techniques in capital budgeting, firm valuation, capital structure, firm/division cost of capital, and quantitative risk assessment. Writing intensive course.

Prerequisite(s): FIN 320

Minimum Credits: 3

FIN 336 - Multinational Corporate Finance

This course emphasizes aspects of financial planning for corporations with overseas operations. The sources and uses of corporate funds abroad are evaluated and criteria for choosing among alternative foreign investments are analyzed. The effects of international corporate financial planning, including such factors as the characteristics of foreign money and capital markets, international financial institutions, exchange rate changes, currency restrictions, tax regulations and accounting practices, are examined. Global marker.

Prerequisite(s): FIN 320

Minimum Credits: 3

FIN 340 - Fundamentals of Investments

This course introduces and examines various investment vehicles, including stocks, bonds, mutual funds and commodities. This course emphasizes the decision-making process that underlies all investment decisions.

Prerequisite(s): FIN 320

Minimum Credits: 3

FIN 345 - Student Managed Investment Fund

This course is intended to provide rigorous academic training in money management, portfolio selection, and risk management concepts. This course will also provide students with the opportunity to manage a portion of the SNHU endowment fund. This course will also require students to establish an investment philosophy and investment policy guidelines, preparation of an investment process statement and to understand the administrative aspects of the fund's brokerage account. Students will also be responsible for researching potential stock investments, presenting recommendations to the class for consideration, executing trades, monitoring positions and writing fund reports.

Prerequisite(s): FIN 320

Minimum Credits: 3

FIN 426 - Contemporary Issues in Finance

This course offers an opportunity for students to examine advanced issues in corporate finance. This includes coverage of issues in capital and money markets, including derivative securities. Students will examine in detail these advanced topics in finance, their investment characteristic various valuation approaches and portfolio strategies for using them.

Prerequisite(s): FIN 330 and FIN 340

Minimum Credits: 3

FIN 440 - Investment Analysis

This course offers an opportunity for students to examine modern theories and approaches in portfolio selection, security analysis and bond management. Particular emphasis is placed on integrating modern portfolio selection models with traditional valuation theory and analysis.

Prerequisite(s): FIN 340

Minimum Credits: 3

FIN 480 - Independent Study

This course allows the student to investigate any economic or finance subject not incorporated into the curriculum.

Minimum Credits: 3

FIN 490 - Finance Economics Internship

The finance/economics internship option is a semester of supervised career-related work experience. Students are required to prepare monthly on-the-job reports and a final written analysis in a case-study format.

Minimum Credits: 3
Maximum Credits: 12

FIN 500 - Financial Management

This course is a study of financial decision-making in a firm, including its relationship to financial markets and institutions. Background preparation: 6 credit hours in economics.
Prerequisite(s): ACC 500, ACC 510 or ACC 550 and MBA 502
Minimum Credits: 3

FIN 610 - Short-Term Financial Management

The course covers traditional working capital topics, including liquidity analysis and management, inventory, and receivables and payables management. Additional emphasis is given to core cash management, payment systems and banking relationships. Other topics include cash forecasting, short-term borrowing and risk management.
Prerequisite(s): FIN 500
Minimum Credits: 3

FIN 620 - Money and Capital Markets

This course analyzes processes within the U.S. financial system. Students study the nature of its major participants and their objectives and procedures for assessing opportunities and pricing risk. Students also analyze the role of the financial system in the allocation of credit to different sectors, its responsiveness to economic activity and its continuous adaptation to changing needs. Emphasis is placed on the role and functions of the Federal Reserve System.
Prerequisite(s): FIN 500
Minimum Credits: 3

FIN 630 - Capital Budgeting & Financing

This course first addresses advanced topics in capital investment, including determination of cash flows, capital budgeting under risk, replacement decisions, and inflation and capital decisions. The second half of the course focuses on capital financing and structure and includes topics in financial leverage, financing sources, dividend policy, cost of capital and valuation.
Prerequisite(s): FIN 500
Minimum Credits: 3

FIN 640 - Investment Analysis & Portfolio Management

Students study the techniques used to assess the value of securities and the methods used in the management of investment portfolios. Stocks and bonds are discussed in terms of valuation, risk-return measurement, diversification and other aspects of portfolio theory.
Prerequisite(s): FIN 500
Minimum Credits: 3

FIN 645 - Analytical Tools in Portfolio Management

This course is an application-oriented review of the finance theory, techniques and strategies that are essential to portfolio management. Topics include optimization procedure, currency risk hedging, asset allocation and others.
Prerequisite(s): FIN 640
Minimum Credits: 3

FIN 655 - International Investments/Portfolio Mgmt

This course will expose money managers to the complexities of a multicultural, multicurrency environment. In a complex global environment they have to be familiar with foreign cultures, traditions, markets, institutions, instruments, regulations, taxes,

and costs. They need to be familiar with the forces of globalization as they affect international investing. This course seeks to impart some of the concepts, techniques, and skills the money manager should be equipped with to operate effectively in complex global environment.

Prerequisite(s): FIN 640

Minimum Credits: 3

FIN 660 - Creating Value: Merger/Acquisition

This course is a corporate finance elective intended to extend and further develop the long-term investment and financing topics introduced in FIN 500 Financial Management. The course focuses on applied managerial decision-making, and is designed for students seeking a more thorough understanding of the economic analysis of mergers and acquisitions and the effect capital structure decisions have on firm value. Topics addressed include advanced techniques in capital budgeting, firm (division) valuation, capital structure, firm (division) cost of capital, and quantitative risk assessment.

Prerequisite(s): FIN 500 and FIN 630

Minimum Credits: 3

FIN 665 - Long-Term Financing & Capital Structure Theory

This course is an application-oriented review of modern capital structure theories and long-term financing approaches. Students learn how to make value-maximizing capital structure and financing decisions as a manager. Students also are introduced to the analysis of capital structure and financial policy in the perspectives of investors, shareholders, debtors and other stakeholders using case method, and their implication on how a firm can maximize its value by making optimal capital structure and financing decisions. Topics include theories of capital structure decision, capital structure determinants, capital structure and cost of capital corporate strategy, sources of financing and financial markets, the financing of mergers and acquisitions and others.

Prerequisite(s): FIN 500

Minimum Credits: 3

FIN 670 - Option Analysis & Financial Derivatives

Modern option valuation and analysis is applied to equity options and fixed-income derivatives in this course. Applications and related topics include the term structure of interest rates, forward contracts, future contracts, interest rate caps, floors and swaps and convertible bonds.

Prerequisite(s): FIN 500

Minimum Credits: 3

FIN 680 - Personal Financial Planning

This course covers aspects of financial planning including historical development, personal financial statements, household budgeting, income tax planning, insurances, investment tools, retirement planning and estate planning. Emphasis is placed on ethical and responsible completion of fiduciary duties of a financial planner as well as skills and behaviors necessary for a duly beneficial relationship between client and planner. Other topics include current financial events, behavioral finance and international investing.

Minimum Credits: 3

FIN 685 - Risk Management and Insurance

See program chair for course description.

Minimum Credits: 3

FIN 687 - Estate Planning and Tax Factors

See program chair for course description.

Minimum Credits: 3

FIN 690 - Financial Econometrics

This course focuses upon the fundamental statistical tools used in contemporary financial analysis both in academia and in the real world of finance itself. The course will involve both a theoretical development of the techniques as well as empirical applications. The applications will involve computer printouts with an emphasis on the SPSS statistical package and the EViews statistical package. The course will begin with a review and extension for the classical linear regression model, including its development in matrix form. The remainder of the course will then explore modern time-series econometrics, which is especially relevant for finance.

Prerequisite(s): FIN 500 and ECO 500

Minimum Credits: 3

FIN 700 - Seminar in Finance

This is an extensive survey of historic and contemporary finance literature to foster in students an appreciation of the development and current status of finance theory and issues relating to the current financial environment, application and practice. Students will have the opportunity to research topics of interest. This seminar should be taken as one of the final courses in the M.S. program.

Prerequisite(s): FIN 630 or FIN 660 and FIN 640 and FIN 690

Minimum Credits: 3

Game Development**GAM 135 - Interactive 3-D Virtual Environments**

This course introduces students to the underlying concepts in manipulating a three dimensional virtual reality environment. The objects in this environment are both recognizable (dinosaur, tree, airplane) and also proper objects as the term is used in computer science. Students will work individually and in teams animating to specific objectives with a significant deliverable at the end of the course. Implementations of interactive advertising or educational games are potential project areas. Topics include: virtual reality concepts (objects, point of view, lighting), object oriented concepts (properties, methods, events), and animation control concepts (collision detection, decision implementation, iteration, and parallel activities). This course is cross listed with IT 135.

Minimum Credits: 3

GAM 207 - Information Technology and Digital Games

Introduction to digital games and information technology covers game genres and platforms, interface design, game implementation, artificial intelligence, business economics of the game industry, game marketing and design, e-collaboration, and e-commerce. Students learn how to use software packages to design and implement digital games and how to use the Internet to market and distribute digital games. The course includes a project which will culminate in the conception, design, and prototype of an original digital game. The course is designed for students who have an interest in IT and games, including original game concepts, design and implementation, and executive leadership in the game industry. Knowledge of computer programming is not required.

Minimum Credits: 3

GAM 211 - Interactive Animation

This course focuses on programming capabilities to enhance graphic animations and user interfaces to provide spectacular interactive results. Those benefiting from this course include students in game development, advertising, marketing, education, web development, art and other fields that can benefit from interactive animated graphics helping to convey concepts. The course is intended for those with no programming experience as well as those with some programming background. The use

and creation of animations will be covered at a level of interest to both those new as well as experienced. The results can be displayed by a browser from the internet or as standalone results displayable on a range of operating systems. This is a hands on computer based course in which the students create a number of individual projects based on their interests and capabilities, focusing on creativity and programming aspects of interactive animation. The course utilizes emerging technologies in interactive animation.

Minimum Credits: 3

GAM 303 - Design of Virtual Game Environments

This core topic addresses the fundamental ideas behind the design of electronic games as virtual environments. It touches on relevant formal fields such as systems theory, cybernetics, and game theory. Included are basics of interactive design, including interface design, information design and human-computer interaction. Emphasis is placed on how virtual game environments function to create experiences, including rule design, play mechanics, game balancing, social game interaction and the integration of visual, audio, tactile and textual elements into the total virtual game environment experience. Game documentation and play-testing are also covered.

Prerequisite(s): IT 207 or GAM 207

Minimum Credits: 3

GAM 305 - Digital Game Development

To provide a technically well-founded introduction to game development using programming languages and various gaming editors. On completing this course, the student will have acquired a fundamental understanding of the Windows API, the use of sprites, animation and audio in an integrated game environment. This course is cross-listed with IT 305.

Prerequisite(s): IT 207

Minimum Credits: 3

GAM 430 - 3-D Modeling and Animation

In this course students are introduced to a multitude of techniques in 3-D graphics and animation as they master the many tools of 3-D Studio Max. This hands-on computer course includes modifying primitives (simple, predefined geometry) and modeling new geometry with splines and mesh editing. Topics include creating and applying textures with ray tracing (reflections) and bump maps to 3-D geometry. In addition, students learn how to animate geometry and textures. Virtual lights and cameras will be created by students to increase the realism and style of the created models. Students will learn how to add 3-D animations and images to web pages, videos, and printed documents; students will also learn how to create virtual objects and figures for use in 3-D games.

Prerequisite(s): COM 230

Minimum Credits: 3

GAM 450 - Artificial Intelligence

This course explores contemporary tools and principles of artificial intelligence that focus on Web commerce applications and business intelligence in particular. Topics include mining data for business intelligence and collaborative software agents that utilize resources on the Web to carry out tasks for individuals and organizations. Offered as needed.

Prerequisite(s): GAM 135 or IT 145

Minimum Credits: 3

GAM 465 - Digital Multimedia Development

This course presents digital multimedia theory and develops skills that meet the design and technical requirements of professionally created multimedia for World Wide Web commercial applications on a variety of platforms and Internet applications. Each student develops a professional portfolio consisting of CD-ROM material. Students also develop working Web sites that display their multimedia projects. Topics include sound, animation, video, interactivity and multimedia distribution.

Offered as needed.

Prerequisite(s): IT 375 or GRA 310

Minimum Credits: 3

GAM 480 - Independent Study

This course allows students to investigate any game design subject not incorporated into the curriculum. Offered as needed.

Minimum Credits: 3

GAM 490 - Game Design Internship

The consent of the program coordinator/department chair, the school dean and the Career Development Center are required for this course. Offered every year.

Minimum Credits: 0

Maximum Credits: 12

Geography

GEO 200 - World Geography

This course examines the implications of global location and topography for the people of planet Earth. Students will explore how geography shapes the dynamics of human societies, with an emphasis on the geoenvironmental, geopolitical, and geosocial phenomena that help to define the modern world. Global marker.

Minimum Credits: 3

Graphic Design and Media Arts

GRA 3ST1 - Digital Publishing

In this special topics course, students will be introduced to the creative and practical aspects of digital desktop publishing using Adobe's Digital Publishing Suite, used extensively in the creation of multimedia publications for the iPad. Students will identify and explore differences between designing for the iPad, smartphone, tablet, laptop and desktop computers. This course shows students how to step outside of print design and learn about interactive design, and the difference and similarities between the two. Through targeted assignments students will develop an understanding of the variety of tools used to create publications for electronic media. Students will capture key insights to improve content and deepen reader engagement.

Minimum Credits: 3

GRA 101 - Basic Design and Color Theory

This course examines the basic elements and principles of design, including balance, emphasis, proportion and rhythm. Students are introduced to visual designing systems that guide the student through the application of computer graphics tools. The basic visual design elements of line, space, texture and color are creatively explored as students complete a series of projects that relate to advertising layout and design and visual merchandising.

Minimum Credits: 3

GRA 201 - Intro to Digital Sculpting

In this course students will be introduced into Digital sculpting with zbrush. Also understand how digital sculpting fits into a pipeline in a game production environment. Techniques covered in this course will be software navigation, sculpting with multiple brushes, masking, poly painting, and materials. The course will cover some practices used to prep a model for the next stage in creating a game model. Some techniques will show how zbrush can work seamlessly with other 3D modeling software. The class will also have assignments that include observational and concept drawing.

Minimum Credits: 3

GRA 202 - 3-D Modeling and Animation

In this course students will be introduced to 3DS max. It will give them an overview of what max does specifically for games. This course will be focused on modeling. Students will learn the basics of modeling low poly and high poly models. How they are unwrapped and used in conjunction with textures. It will also show a wide range of techniques used in the industry for modeling for mobile, PC and current generation consoles.

Prerequisite(s): COM 230 and GRA 220

Minimum Credits: 3

GRA 211 - Interactive Animation

This course focuses on programming capabilities to enhance graphic animations and user interfaces to provide spectacular interactive results. Those benefiting from this course include students in game development, advertising, marketing, education, web development, art and other fields that can benefit from interactive animated graphics helping to convey concepts. The course is intended for those with no programming experience as well as those with some programming background. The use and creation of animations will be covered at a level of interest to both those new as well as experienced. The results can be displayed by a browser from the internet or as standalone results displayable on a range of operating systems. This is a hands on computer based course in which the students create a number of individual projects based on their interests and capabilities, focusing on creativity and programming aspects of interactive animation. The course utilizes emerging technologies in interactive animation.

Minimum Credits: 3

GRA 212 - 3-D Character Animation

This course will introduce students to character animation by learning the 12 principles of animation. We will also be going over the pipeline for skinning and rigging a character.

Prerequisite(s): GRA 202

Minimum Credits: 3

GRA 220 - Introduction to Digital Imaging

Using Photoshop and Illustrator software, this course is a Mac-based introduction to professional computer graphics creation and to the software and hardware typically used in the graphic design, video, photography and interactive Web/multimedia industries. Emphasis will be placed on the professional use of image- capturing devices, such as scanners, digital still cameras and video cameras. Image editing and color management systems will be discussed and demonstrated. The important differences between vector and bitmap graphics will be defined, as will the significant differences in preparing images for print, broadcast and Web distribution. Students will be encouraged to experiment with their own and preexisting images using sophisticated digital editing techniques such as layering, channel masking, filtering, cloning and montaging. Students will output their work from inkjet printers and record it on CD, video and film. Special attention will be paid to copyright awareness in the age of digital image.

Prerequisite(s): COM 230

Minimum Credits: 3

GRA 310 - Digital Graphic Design for the Web

This course presents digital graphic theory and develops skills that meet the design and technical requirements of professionally created digital images for commercial applications on the World Wide Web on a variety of platforms and Internet appliances. Each student will develop a professional portfolio consisting of printed and CD-ROM material. Students also develop working Web sites to display their graphic design projects. Topics include design strategies, Web authoring environments, color calibration and aesthetics, special HTML tags, image mapping, style sheets, digital cameras and scanners, GIF animation and an introduction to Dynamic HTML.

Prerequisite(s): CIS 100 or IT 100

Minimum Credits: 3

GRA 311 - Environment Design

In the first half of this course students will be introduced to a pipeline for the creation of environments inside of a game studio. Students will be shown how to use reference drawings and images to help build props and environment pieces. Students will also be shown how these assets can be used, not only as standalone assets but to create other bigger picture assets when used as a modular set piece. Then the students will digitally sculpt environment assets from references provided to them. When the sculpting phase is finished the students will learn how to build a game model from their digital sculpt. Students will then create the textures that will be used for a final render. In the second half of this course students will be able to go through this same pipeline but instead of using provided artwork, they will create something from their own imagination.

Prerequisite(s): GRA 201 and GRA 202

Minimum Credits: 3

GRA 340 - Typography

Typography deals with the language of type, the history of typography, typeface and character recognition, legibility, appropriate uses of measure, manuscript specifications and the individual visual dynamics of letterforms. In this class students will learn how to work with type as a standalone design element. Students will also learn how to incorporate type successfully with imagery. The assignments will cover a broad range of type applications. Students will primarily focus their efforts towards developing a greater understanding of typographic form through exercises based on the setting of words, phrases, sentences and short paragraphs. Students will first focus on the appropriate setting of spaces in-between the letters that make up words and projects will gradually increase in scope and complexity up to the setting of pages of text with multiple levels of hierarchical meaning.

Prerequisite(s): GRA 220

Minimum Credits: 3

GRA 401 - Character Design

This course will involve a combination of concept, texturing, digital sculpting and 3d modeling to create characters that would appear on both mobile and current generation consoles. Students will learn a proven pipeline used in the gaming industry to bring a concept to creation and ready for game implementation. The course will begin showing students how this pipeline works in combination of different types of software following a given concept. They will have the understanding of how specific software works along the path of the pipeline to create a character. Students will then be asked to create their own concept following the techniques used in class to present a finished game character for their final project.

Prerequisite(s): GRA 201 and GRA 202

Minimum Credits: 3

GRA 402 - Creature Design

In this course students will be shown how creatures are created from an idea to a fully fleshed out game model. They will work through weekly assignments to see the connection of real world animals and fantasy creatures. Students will follow step by step instruction with supplied concepts to build a fantasy creature through real world animal anatomy and the creative process. In the second half of this course students will learn how to go through this same process of using reference of actual

creatures/animals from the real world as a spring board to create their own fantasy creature.

Prerequisite(s): GRA 201 and GRA 202

Minimum Credits: 3

GRA 410 - Advanced Digital Graphic Design for Web

This course engages upper-level design students in current industry standards used in designing content for multimedia and interactive communication. Emphasis is placed on designing for computers, tablets and phones. The course is divided into teaching modules emphasizing the integration of several software packages for design problem solving. Emphasis is placed on conceptualization and the mastery of professional site mapping and wire framing techniques. Exercises and projects provide challenging design problem-solving experience. Project themes involve self-promotion and client-based work. All projects rely on the students' ability to integrate previously mastered techniques in a broad range of software.

Prerequisite(s): GRA 310 or IT 375

Minimum Credits: 3

GRA 420 - Advanced Digital Imaging

This hands-on computer graphics course introduces the student to advanced digital composition concepts and techniques. The emphasis in this course is imaging software integration in the creative process. The student has the opportunity to produce a professional portfolio of digital images to use in design and fine art. Topics such as transparency scanning, channel and layer manipulation, large format printing and proofing, digital camera use, complex montage, type and filter effects are covered in depth. In addition, the important techniques of imaging software integration and file format compatibilities are discussed and applied while preparing images for print, video, Web and CD/DVD distribution. In addition, students will be introduced to assorted projects involving self-promotion and client-based needs. Students will have the opportunity to output images in large digital format in the graphics lab and at area service bureaus for dramatic public presentation. At the conclusion of this course, students will have assembled a portfolio presentation for public viewing.

Prerequisite(s): GRA 220

Minimum Credits: 3

GRA 440 - 3-D Art and Design

In this course students will explore how their individual creative strengths and digital skill sets fit into a professional work flow of commercial game production. Students will choose one or multiple aspects of game art creation: Character design, Environment design, or Animation. All creative work produced in this course will be executed in the context of strict deadlines that simulate industry expectation. Students will concentrate on game development source control and integration of art assets into a production pipeline. Each student develops a digital portfolio and website that showcase their ability to create professional creative art work. Students will learn the process of objective self-evaluation and peer criticism and preparing their portfolios to match professional job board postings.

Prerequisite(s): GRA 311 and GRA 402

Minimum Credits: 3

GRA 480 - Independent Study

This course allows the student to investigate any graphics subject not incorporated into the curriculum.

Minimum Credits: 3

Maximum Credits: 6

GRA 490 - Graphic Design Internship

Students may use three, six or 12 credit hours of free electives for placement in a supervised, career-related work experience. Students report on the experience as required by the internship syllabus. The Career Development Center administers the experience and the program coordinator/department chair provides the academic evaluation.

Minimum Credits: 0
Maximum Credits: 12

Healthcare Management

HCM 205 - Medical Terminology

This course provides students with the ability to communicate in a professional, effective manner in a variety of healthcare settings. Through a realistic approach, students learn the rules for building and defining medical terms, the correct pronunciation and spelling of medical terms, and the application of medical terminology as it relates to each body system. The course introduces various types of medical records and reports, and provides the skills to read and interpret them. A variety of activities guide the student in the application of medical terminology as it relates to the clinical world.

Minimum Credits: 3

HCM 210 - Health Promotion

Health Promotion is a problem based course designed to give students an overview of health promotion issues, explore selected current topics in health and health policy from a national and global perspective and investigate the consequences these issues have for the health status of individuals, populations and society. This course will provide the theoretical foundation to look at issues to change health behaviors. Healthy People 2020 and the national health agenda will be explored. The concepts of health literacy, consumer advocacy and their impact of health promotion will be explored.

Minimum Credits: 3

HCM 215 - Coding & Classification Systems

The purpose of this course is to provide students with the basic ability to identify nomenclatures and classification systems as well as assign codes using the appropriate principles, guidelines and conventions and apply ICD-9-DN and ICD conventions rules and guidelines.

Minimum Credits: 3

HCM 220 - Healthcare Data Management

This course examines the design and the use of medical databases. Students will learn how to implement business rules and data modeling to develop medical information management systems. The course further explores database applications for decision support including evidence-based practice, alerts, allergy management, and identification of gaps in care. Students will design databases and systems that reflect privacy and security requirements of HIPAA and HITECH Act.

Minimum Credits: 3

HCM 330 - Principles of Epidemiology

This course presents the basic principles of epidemiology with particular emphasis on applications in healthcare management. Topics include specific tools of epidemiology used for purposes of planning, monitoring, and evaluating population health. These include identification of disease, measures of incidence and prevalence, study designs, confidence intervals, p-values, statistical interaction, causal inference, and survival analysis. Methods for managing the health of populations using an understanding of the factors that influence population health are discussed. Strategies that health care organizations and systems can use to control these factors are also considered.

Minimum Credits: 3

HCM 340 - Healthcare Delivery Systems

This course provides an overview of the nature, organization, and function of the continuum of health services found in the United States. Emphasis is placed on the interrelation of cultural, economic, political and social aspects of health care delivery at the federal, state and local level. Topics include health care costs, accessibility of services, governmental influence on health care delivery, private industry role in health care, services for the medically indigent and elderly, ethical issues regarding transplants, reproductive technology, end of life decisions and funding.

Minimum Credits: 3

HCM 345 - Healthcare Reimbursement Systems

This course explores some of the major issues facing health care industry and the effect that public policy and business environment has on a health care organization. Emphasis is on supply and demand theory, reimbursement systems, managed care, DRG prospective payment, insurance, Medicare, Medicaid, governmental regulations, accessibility, eligibility, budgeting and planning. Students learn to use informational and research tools to make effective management decisions.

Minimum Credits: 3

HCM 420 - Ethical Considerations of Healthcare

Students in this course examine the role of health care policy and legal, regulatory, and quality control in ethical decision making in healthcare. Students explore concepts and principles of health care policy, legal control, ethical conduct, and regulatory environments and their application to the health care environment. The impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care systems is explored.

Minimum Credits: 3

HCM 430 - Healthcare Quality Management

The goal of this course is to introduce students to the management of operations and explore how healthcare organizations can use advance methods to improve healthcare processes, delivery, and outcomes. Specific focus will be on analyzing cycle times (e.g., patient wait times), measuring productivity, streamlining process flows, tracking outcomes and performance metrics, and generally improving health management processes and health outcomes. The process improvement will be measured by how it can improve quality of care and safety of healthcare delivery, reduce waste, and reduce costs. The role of technology and innovative approaches in improving continuing quality improvement in healthcare delivery will be presented.

Minimum Credits: 3

HCM 480 - Healthcare Management Capstone

The capstone course is the culminating experience for the Bachelor of Science in Health Care Administration. This course builds on the concepts of all courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their course work in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in health care administration.

Minimum Credits: 3

HCM 500 - Healthcare Informatics

Students will learn the history and current state of healthcare and how the industry uses information systems. Throughout the course students will discuss types of information systems, such as the electronic medical record (EMR), laboratory and radiology systems and more. Students will also study trends in new practices, such as telemedicine and home healthcare, and how they function in various healthcare settings. Finally, students will explore how these and other industry trends, with the use of technology, can improve patient care.

Minimum Credits: 3

HCM 525 - Inferential Statistics

This course covers descriptive and inferential statistics needed by practitioners and healthcare administrators for evidence-based decision-making. This course focuses on the understanding and application of basic descriptive and inferential statistics, appropriate interpretation of statistical results, and real-world presentation of data. Particular emphasis is on data processing, data analysis, appropriate use and interpretation of statistical tests, drawing conclusions from data, validity of conclusions, reporting results, discussion of results, and critiquing research.

Minimum Credits: 3

HCM 600 - Social & Organizational Issues in Healthcare

Students will learn the social, ethical and organizational challenges healthcare workers at all levels face with the incorporation of technology into the healthcare setting. Students will study change management strategies, current in the Healthcare Industry, including the impact of introducing or enhancing clinical information systems, while providing quality care, and the effect of these systems on patients and on interdisciplinary teams within the healthcare setting.

Minimum Credits: 3

History**HIS 109 - Western Civilization to 1500**

This course offers an overview of the major developments in Western history, from antiquity to the discovery of the New World. Students will examine the ancient world, Greece, Rome, the European medieval period and the Italian Renaissance. Required for majors in history and social studies education with a concentration in history. Writing intensive course.

Minimum Credits: 3

HIS 110 - Western Civilization since 1500

This course traces the growth of Western history from the 16th century and the rise of the nation-state through the modern era. The ideologies and political developments that shaped modern Europe receive careful study. Required for majors in history and social studies education with a concentration in history. Writing intensive course.

Minimum Credits: 3

HIS 113 - United States History I: 1607-1865

The first half of the United States history survey courses covers the period from the founding of Jamestown to the end of the Civil War. The development of regionalism and its effect on the coming of the Civil War provides the framework for the investigation. Required for majors in history and social studies education with a concentration in history.

Minimum Credits: 3

HIS 114 - United States History II: 1865-Present

The second half of the United States history survey course covers the period following the Civil War. The economic, political and ideological developments that allowed the United States to attain a position of the world leadership are closely examined.

Required for majors in History and Social Studies Education with a concentration in History.

Minimum Credits: 3

HIS 117 - World Civilizations, Prehistory to 1500

An introductory survey of the world's major civilizations from prehistory to 1500. Key societies will be examined from political, socio-economic, and cultural-intellectual perspectives.

Minimum Credits: 3

HIS 118 - World Civilizations, 1500 to Present

An introductory survey of major civilizations from 1500 to the present, with particular emphasis on interactions and conflicts between Western and non-Western parts of the world. Key societies will be examined from political, socio-economic, and cultural-intellectual perspectives.

Minimum Credits: 3

HIS 220 - Modern European History: 1890-Present

This course investigates the trajectory of European hegemony in the 20th century. Special attention is devoted to the effects of the two major conflicts that were fought on European soil. Not available every semester.

Minimum Credits: 3

HIS 222 - War and Society, Antiquity to 1800

A survey of warfare during the ancient, medieval, and early modern eras. Particular attention will be devoted to the evolution of military technology and the various ways that Western and non-Western societies adopted gunpowder weaponry.

Minimum Credits: 3

HIS 223 - Modern War & Society

This course will introduce students to the history of warfare in the modern world. It will focus on the modernization of military technique and technology among Western societies, and also on the various ways non-Western societies encountered this new and evolving way of war- either falling victim to it or importing and emulating it with varying degrees of success.

Minimum Credits: 3

HIS 235 - Modern Russia

This course studies Russian/Soviet history from 1905 to the present with an emphasis on revolutionary traditions, government and politics, culture and religion and social philosophy. Not available every semester.

Minimum Credits: 3

HIS 238 - Modern Germany, 1871-Present

An introduction to modern German history, covering the period from 1871 to the present. Topics include unification under Bismarck's leadership, Germany's role in World War I and World War II, and postwar division and reunification.

Minimum Credits: 3

HIS 240 - World War I

The course will begin with an overview of how warfare evolved during the industrial era, not just in terms of technology and tactics, but doctrinally, socially, and economically. It will then examine nineteenth- and early-twentieth-century diplomacy, along with the underlying and immediate causes of World War I. Chronological and topical treatments of the war's conduct will follow. The course will conclude with in-depth discussion of the war's aftermath, focusing on the peace settlements and the formation of new political orders in Europe and elsewhere.

Minimum Credits: 3

HIS 241 - World War II

This course emphasizes the battles, campaigns, events and personalities that dominated World War II. Special attention is given to political and diplomatic factors during the 1930s which contributed to the outbreak of World War II. Not available every semester.

Minimum Credits: 3

HIS 245 - United States History since 1945

An examination of the United States in its rise to global power in the aftermath of World War II. Central to the course are the international and domestic realities of the Cold War, particularly the struggle for equal civil rights within the United States. The course will examine the post-Cold War world as well, examining the transition to the domestic and international challenges of the 21st century.

Minimum Credits: 3

HIS 249 - The Common Good

This course will examine a fundamental historical group: its commitment to the common good. It operates from the thesis that all organizations and societies share certain characteristics in regard to the common good that, despite differences in time, place, and ideology, remain the same. As such, the course seeks to understand the dynamics of the common good - what it is comprised of, how various communities have embraced or rejected it, and what the consequences were of those choices.

Minimum Credits: 3

HIS 260 - Modern China

A survey of Chinese history, beginning in the mid-1700s and continuing to the present. Topics include the decline and collapse of the Qing Dynasty, the Chinese Republic's struggle for survival, and the transformation of China into a communist state.

Minimum Credits: 3

HIS 264 - Modern Japan

An introduction to the history of Japan from the late 1700s to the present. Topics include the decline of the Tokugawa Shogunate, the Meiji Restoration, the militarization of Japan during the world wars, and the country's postwar recovery and economic modernization.

Minimum Credits: 3

HIS 270 - American Environmental History

The course examines the history of the American environment, paying particular attention to the impact of European settlement on the landscape and the subsequent commodification of resources that defined the American experience in the modern age. It will pay close attention to such phenomena as industrialization, pollution, population trends, urbanization, chemically-dependent food production, and energy consumption, to name only a few. Particularly important, the course will delve into the process of political responses to environmental and ecological challenges as they have evolved over time.

Minimum Credits: 3

HIS 301 - World History and Culture

This course is designed to offer the student a historical and cultural understanding of Africa, India, China and Japan, in their interactions with the western world. Offered every year in the fall. Recommended for majors in History and Social Studies Education with a concentration in History. Global marker.

Minimum Credits: 3

HIS 309 - Dictators in the Modern Era

This course is intended to acquaint students in depth with several examples of dictatorial governments selected from the history of the 20th and 21st centuries. The regimes under consideration during this semester are the Soviet Union (under Lenin and Stalin), Fascist Italy, and Nazi Germany. Both in Europe and worldwide, the 20th century ushered in unprecedented forms of dictatorial government. This course will examine the concepts of authoritarianism and totalitarianism. To what degree are these terms meaningful or useful? How do we distinguish between the two? What social, economic, political, technological, and cultural developments helped to create the preconditions for these new forms of government? This course will also compare and contrast the historical experiences; political practices; and social, economic, and cultural features of Europe's major dictatorships. Are regimes such as Lenin's, Stalin's, Mussolini's, and Hitler's fundamentally alike? Or do differences outweigh likenesses? What patterns, if any, can we draw from an investigation of these governments?

Minimum Credits: 3

HIS 314 - European Conquest of New World

This course will explore the social and intellectual impact of the discovery of the American continents on the European mind and the consequences of colonization and migration in North America 1500-1800. Emphasis will be on British colonies and competing European cultures (especially French and Spanish) with Native Americans and African-Americans. Students will focus on three areas: cultural exchange, economic exchange and hostility/conquest. Required for majors in social studies education with concentration in history. Not available every semester.

Minimum Credits: 3

HIS 315 - Modern Russia

This course studies Russian/Soviet history from 1905 to the present with an emphasis on revolutionary traditions, government and politics, culture and religion and social philosophy. Not available every semester.

Minimum Credits: 3

HIS 319 - African-American History since the Civil War

This course traces the changes in labor practices, politics and living conditions of the millions of African-Americans in the South after the Civil War. Further, the Great Migration, the civil rights movement and the black revolutionary movement will be investigated carefully. Not available every semester.

Minimum Credits: 3

HIS 321 - The Ancient World of Greece and Rome

This course will begin by looking at the heritage of Greek civilization and the thinkers who first struggled with the fundamental issues concerning mankind: life, love, suffering, courage, endurance and death. The course will continue with the immediate inheritors of Greek thought, the Romans. By assessing Roman achievements of empire building and expansion, students will discover a vital civilization that ruled the known world through the force of its armies and the attraction of its culture. The course will end with the development of Christianity and the fall of the Classical World. Required for majors in social studies education with a concentration in history. Not available every semester.

Minimum Credits: 3

HIS 330 - Civil War and Reconstruction

This course examines various interpretations of Civil War causation; the major political, economic and military aspects of the war; and the rebuilding of Southern society after the war's end. Not available every semester.

Minimum Credits: 3

HIS 332 - Colonial New England

This course investigates the experiences and evolving institutions of the North Atlantic colonists, from the first landings to the making of the Constitution. Special emphasis will be placed upon the colonists' relationship with Native Americans and upon the origins, progress and character of the struggle against Great Britain. Not available every semester.

Minimum Credits: 3

HIS 338 - Young America

This course traces the growth of the United States from its beginnings as a fledgling republic to its expansion into a continental empire. Particular attention is given to the development of the first and second American party systems, the democratization of American politics, westward expansion, the market revolution, and the changing roles of women and African-Americans.

Minimum Credits: 3

HIS 340 - Making History

This course is founded upon a fundamental yet complex question; what is history? The course investigates this question by examining the various kinds of history; witnessing the myriad ways of communicating historical stories and arguments - ranging from the scholarly monograph to the town square statue to the museum exhibit; and learning how historians of all types actually make history through close, rational analysis of historical sources. In the process students will learn that history is an ever-evolving craft, central to the life of every society.

Minimum Credits: 3

HIS 357 - American Slavery

This course explores the colonial and national experience of Africans and African-Americans through 1865. Particular attention is given to a general understanding of African history, the trans-Atlantic slave trade, slave life in the Caribbean and the American South, the role of free blacks in both northern and southern colonies and states, antebellum abolitionist and proslavery arguments, and the consequences of emancipation. Also addressed will be the debate over whether Africans/African-Americans were active agents or passive participants in early American history.

Minimum Credits: 3

HIS 371 - History of the Middle East I

This survey course introduces the student to the political and social history of the Middle East from the rise of Islam through World War I

Minimum Credits: 3

HIS 372 - History of the Middle East II

This survey course introduces the student to the political and social history of the Middle East from World War I until the present.

Minimum Credits: 3

HIS 373 - Arab-Israeli Conflict

This course examines the development of the Arab-Israeli conflict as it emerged in the post-World War II era.

Minimum Credits: 3

HIS 374 - The Renaissance and the Reformation

This course is an examination of some of the major themes of the Renaissance and Reformation in Europe. Through extensive readings in primary sources, the class will explore the major personalities of the period and their influence on changes in many aspects of life. The lectures will focus on a broader context and will raise historical questions concerning such topics as science

and belief, voyages of discovery, rise of the nation/state, rise of capitalism, and the millennial view of history.

Minimum Credits: 3

HIS 379 - The Middle East

A history of the Middle East from the ancient world through the rise of Islam and the Crusades, into the modern era. Geographical areas will include the traditional Middle East, northeast Africa, Iran and Afghanistan. Students will pay special attention to the Arab-Israeli conflicts and the recent wars in Iraq and Afghanistan. Global marker.

Minimum Credits: 3

HIS 460 - History Research Seminar

This capstone course requires each student to design and craft his/her own written research project. In close consultation with the instructor, each student will select a topic, discover relevant primary and secondary sources, evaluate and analyze those sources, and develop an argument-based paper as a result of that process. (Class limit: 15 students)

Prerequisite(s): HIS 340

Minimum Credits: 3

HIS 480 - Independent Study

Offered every year.

Minimum Credits: 3

HIS 490 - History Internship

Minimum Credits: 3

Maximum Credits: 12

Honors

HON 201 - Interdisciplinary Studies I

HON 201 Interdisciplinary Studies-Great Books I (3 credits) Required for Honors graduation. Students in this two semester seminar (must be taken with HON 202) are guided by the instructor in their readings, experiences and presentations to the class. The course introduces students to some of the key texts of Classical Literature. This course has a yearlong two-course requirement. The Honors student must complete both semesters to receive credit in the Honors Program.

Minimum Credits: 3

HON 202 - Interdisciplinary Studies II

This is the second half of the require two- semester course. It emphasizes texts from the Enlightenment.

Prerequisite(s): HON 201

Minimum Credits: 3

HON 301 - Issues/Values: Honors Seminar

The Honors Seminar, offered every year as an upper level course for honors students, is designed to involve the students in a deeper study of a particular topic of current research and interest. Students read and evaluate multiple works related to the seminar topic, write multiple short papers plus at least one longer analysis. Whenever possible, students may have the

opportunity to meet and talk with some of the authors studied. Topics are announced on an annual basis and have included in the past such topics as "Democracy in the Twenty-first Century," and "The Politics of Food." Offered every year. Honors students should include at least one HON-301 Seminar in their honors courses for graduation.

Minimum Credits: 3

HON 314 - Seminar in Research Methods

This course builds on the assumption that research is an act of selecting and interpreting information. The course provides students, who are interested in pursuing an undergraduate thesis/project, a review of theories, concepts, and methodologies in basic and applied research. Various approaches to research are evaluated. The guidelines for developing, conducting, and presenting cross-discipline research projects are reviewed and discussed. The course is designed to provide an environment in which students will explore and proceed in the development and formulation of their areas of research interests.

Minimum Credits: 3

HON 401 - Independent Honors Thesis

Required for Honors graduation. In this yearlong individual research project, each student in the Honors Program has the opportunity to learn about a subject of his or her choice, pending approval of the Honors director. Under the guidance of a faculty mentor, the student drafts a proposal for study that may involve many kinds of learning experiences. The results are communicated both as a written project report and as a presentation before the Honors Colloquium during the spring semester. Offered every year.

Minimum Credits: 3

Hospitality Business

HOS 202 - Hospitality Managerial Accounting

This course emphasizes the methods and procedures of internal controls and the generation and analysis of quantitative information for management of hospitality organizations. Hospitality management accounting tools for interpreting and analyzing data that contribute to more effective decision-making are also examined. Offered every year.

Prerequisite(s): Take ACC 101 or ACC 201

Minimum Credits: 3

HOS 220 - Geography of Global Cultures

Tourism geography investigates the relationship between culture and tourism. Issues and trends in the management of tangible and intangible assets, such as interpretation, globalization and cross-cultural values are investigated. The course covers major tourism and recreation issues on a global scale and how they apply to different regions of the world. The class takes a geographical perspective, which includes relationships between physical (geology, climate, vegetation) and cultural (historical, cultural, economic) aspects of places around the globe. Global marker.

Minimum Credits: 3

HOS 225 - Intro to Commercial Food Production

This is a beginning course in the theory and preparation of haute cuisine. Students will learn how to procure raw ingredients and prepare quantity food dishes for the commercial food service industry. Sanitation principles, safety guidelines, proper use

of equipment are practiced. The National Restaurant Association ServSafe exam is administered.

Minimum Credits: 3

HOS 311 - Policy and Planning for Sustainable Development

This course provides an introduction to the nature and scope of tourism planning at the local, regional and national levels. Topics to be addressed include economic, social, environmental and policy considerations within the sustainable development framework. This course also discusses planning and development guidelines in different geographical areas. Case studies will be used to discuss different strategies regarding planning, initiating, and implementing tourism events and activities. Junior standing.

Minimum Credits: 3

HOS 315 - Rooms Division Management

This course takes an operations approach to room management, including front office, revenue management (reservations), uniformed services, housekeeping and engineering. Emphasis is placed upon the management function, coordination and communication within and between departments. Offered as needed.

Minimum Credits: 3

HOS 320 - Hospitality Sales Management

The ability to sell is the single most critical success factor of any hospitality and tourism firm. This course approaches sales from the practical and tactical ins and outs of how to sell products and services to a sophisticated marketplace and how to build and manage a sales force. This course consists of a study of sales management competencies designed for hospitality and tourism students. The course provides students with an understanding of the theory and practice of personal selling as used by hospitality organizations to develop long-term partnerships with customers and enhance students' ability to diagnose and address diverse problems and decisions that arise in developing and implementing a hospitality firm's selling strategy.

Prerequisite(s): MKT 113

Minimum Credits: 3

HOS 327 - Food and Beverage Operations Management

This course is designed to provide instructions about managing a variety of food and beverage operations. Included are the history and development of restaurants; food production and menus; the size, scope and classification of restaurants; principles of American, French, Russian and English services; principles of menu-making; layout and design of restaurants; marketing and sales promotion; management of personnel and human relations; and food and beverage control procedures. Students will apply the management theories learned while supervising in the front- and back-of-the-house areas of the Hospitality Center restaurant and while managing special events during the semester. An optional exam by the National Restaurant Association is scheduled. Offered every year.

Minimum Credits: 3

HOS 340 - Special Events Management

This course is designed to give students experience in developing an event, trade show or exhibition with emphasis on pre-planning, budget preparation, advertising and/or public relations. Students will be prepared with the tools to work in the industry, which represents a major economic gain for the communities and facilities where special events are held. Topics include planning, set up, exhibit management, crowd control, special effects lighting, decorations, sound and protocol. Offered as needed.

Minimum Credits: 3

HOS 341 - Meeting Planning

This course has been designed to challenge students in the meeting planning process. The course will utilize the skills and common body of knowledge acquired in HOS 340 and introduces students to a more specialized area of study focusing on meeting planning. Analysis of the tools and strategies adopted by the industry will enable students to effectively plan, implement and evaluate the products and services associated with meeting planning. The student will manage (plan, promote, budget and execute) a three-day meeting and a product launch in this context.

Prerequisite(s): HOS 340

Minimum Credits: 3

HOS 350 - Chamber of Commerce Management

This course is based on a core curriculum developed by the American Chamber of Commerce (ACCE). Core areas of competent chamber management are outlined in the ACCE's Body of Knowledge for Chamber Executives and address leadership, planning, development, finance and administration. The American Chamber of Commerce Executives is the only national, professional association for chamber executives. Offered as needed.

Minimum Credits: 3

HOS 401 - Convention Sales and Group Planning

The objective of this course is to acquaint students with the methods and accoutrements used in successful meeting and convention management. Students are required to develop and present a major project detailing the planning and administration of a conference from conception to fulfillment. Offered as needed.

Prerequisite(s): HOS 340

Minimum Credits: 3

HOS 415 - Hotel Administration

This course considers the analysis of theories, principles and techniques of hotel management. Subjects include the principles of organizing, the formulation of goals and objectives, decision-making processes, staffing, employee/ guest relations and labor management negotiations. The problems and issues management encounters are emphasized.

Prerequisite(s): HOS 315

Minimum Credits: 3

HOS 416 - Legal Issues in the Hospitality and Tourism Industry

This course examines the common and statutory law of the hospitality and tourism industry in the United States. Included are discussions of the duties and responsibilities of hospitality and tourism businesses to guests, including duties to maintain property, receive travelers and assume various liabilities for guests' property. The legal environment and issues of the hotel, restaurant and travel industry will be discussed and analyzed. Ways of preventing and responding to legal situations as an executive in the hospitality and tourism industry will be identified and evaluated. Offered every year.

Prerequisite(s): HOS 220

Minimum Credits: 3

HOS 418 - Hospitality Facilities Management

This course provides students with an understanding of the fundamental principles of facilities planning, management and maintenance in all segments of the hospitality industry. Decision-making processes regarding planning, using facility management systems and taking cost-cutting measures in operations are studied. The interaction of management, engineering and maintenance also are explored. Offered every semester.

Prerequisite(s): HOS 315

Minimum Credits: 3

HOS 420 - Financial Management in the Hospitality Industry

This course is designed to integrate the fundamental concepts of accounting and financial reporting, managerial accounting and introductory business finance with the concepts and tools of financial management in hospitality organizations. This course will emphasize on the analysis of the financial strength and weakness of a hospitably firm, cost benefit analysis of asset acquisitions, analysis of cash flows and valuation concepts and techniques. Financial Management in the Hospitality Industry is an advanced and an applied course. Students apply finance valuation techniques using real data, integrate finance concepts and quantitative analyses into logical business solutions, and make and defend decisions regarding a business problem at hand. This, along with a commitment to quality, means that HTM-420 is a reasonably difficult course.

Prerequisite(s): ACC 201 and ACC 202

Minimum Credits: 3

HOS 422 - Beverage Management and Control

This course covers the operational and management of cocktail lounges and bars. Methods of distilled spirit production and beer brewing are detailed to help students understand the varying qualities of beverages. Students will learn through a semester project of designing a lounge that includes the layout and design of the facility, the equipment used to operate it, control procedures, customer relations, staffing, marketing, sanitation procedures and regulations affecting operations. An optional National Restaurant Association exam about responsible alcohol service is administered. Field trips are scheduled. Offered every other year.

Prerequisite(s): HOS 327

Minimum Credits: 3

HOS 424 - Managing, Merchandising, and Service of Wines

Students in this course research wine as they travel around the globe learning each country's wine climate, terrain, varieties of grapes and styles of wine produced. The laws regarding wine labels, distribution and appellation vary from country to country. Learning about the history and development of wines from ancient times to modern times will give future managers a solid perspective in the wine industry. The purpose of tasting wines is to educate one's palette, plan food and wine pairings and determine the length and variety of a wine list. Attendance in professional business dress is required. Student must be of legal drinking age. (21 years) Global marker. Junior or senior standing.

Minimum Credits: 3

HOS 425 - Food and Beverage Pairing

Art and Science are combined to teach students how food and beverages, when paired correctly, can enhance the overall dining experience. Sensory tastings will explore how to maximize food and beverage flavors. Understanding the requirements of Wine, Tea and Water Sommeliers, Cicerones, Mixologists and Chefs goals will lay a foundation for effectively training staff and designing food and beverage pairing menus. Students must be of legal drinking age in the U.S. (21 years of age).

Prerequisite(s): HOS 225 or TCI 110

Minimum Credits: 3

HOS 426 - U.S. Hospitality Industry Work Experience

This is a practical career course that is intended to help students understand and prepare for employment in the American hospitality industry in the context of effective and professional business communication and protocols. The course is conducted in two sessions: classroom instruction and activities that provide theoretical and conceptual base, and a lab environment which provides students with opportunities to apply and practice the business communication and protocols. The course is open to summer Bachelor of Applied Science in Hospitality Administration (BASHA I) students or to students who obtain the permission of the instructor. Offered every semester.

Minimum Credits: 3

HOS 427 - Food and Beverage Concept Development

This course exposes students to the process, challenges, and rewards of developing a food and or beverage concept from idea to the construction of the first unit. Students will learn the basic concepts of foodservice facilities design and planning with an emphasis on restaurants. Students will determine space allocations for the front and back of house areas; develop production work flow in the preparation and service areas; and select equipment utilizing standards for production capability, quality of construction, greenness viability and the ease of maintenance. Specific topics addressed include concept creation, market research, creating the delivery process, concept testing and evaluation, restaurant feasibility, site selection, facility programming, and development issues such as licensing, permitting, and construction. Visitors from industry will address best practices and their own experiences in getting a restaurant concept off the ground. The course includes readings, discussions with industry leaders, cases, and culminates with students formulating a detailed food and beverage concept and development plan.

Prerequisite(s): HOS 320 and HOS 327

Minimum Credits: 3

HOS 428 - Resort Development and Management

The course provides the students with the overview of resort development, management and operations in the context of ski, golf, gaming, cruises, and other types of resorts. The course also looks at the history and evolution of resorts, land use and development, target markets for resorts, feasibility, investment and financial analysis of a resort project. The course incorporates current trends in the services and activities expected and offered by today's resorts and cruises.

Prerequisite(s): HOS 315

Minimum Credits: 3

HOS 430 - Casino and Gaming Operations

This course analyzes gaming as a discipline and introduces students to gaming as an integral part of the hospitality industry. Students will study gaming development, casino organization and operation, the mathematics of casino games, and the importance and integration of gaming in hospitality management. Offered as needed.

Minimum Credits: 3

HOS 451 - Nutrition

Changes in consumers' dining habits mandate an awareness of the importance of proper nutrition in menu offerings. Students in this course examine food requirements for the aged, those with special diets and health-conscious groups. Specific topics include balanced diets, vitamin and mineral needs, low-cholesterol menu items, low sodium menu items and special-needs diets. These are discussed in conjunction with the need for appetizing menu items and tasteful foods. Offered as needed.

Prerequisite(s): HTM 211

Minimum Credits: 3

HOS 480 - Independent Study

This course allows a student to independently study a subject not included in the curriculum or one that is in the curriculum but not offered. Students study under the tutelage of the instructor. Offered every year.

Minimum Credits: 1

Maximum Credits: 3

HOS 490 - Supervised Practical Experience

This is a 12-credit course required for graduation from the BAS in Hospitality program. The practical training is a work-study program within a division or department of a major hotel or a hospitality organization, essential for providing the student with necessary professional experience. The Career Development Center coordinates the placements for the required practical training with participating properties and students. Each student is provided with an opportunity to a series of interviews with

recruiters that might be interested in hiring the student. The type of activities to be performed during the practical training is decided by the student and the employers. Based upon their individual goals, interest, course work and previous experience, students decide on which area of the participating property he or she would be interested in working. Based upon the student's quality and quantity of work experience, self-efficacy, confidence, attitude, communication skills, and other abilities, the employer decides on what activities the student will be performing. During the practical training students are required to work on and submit completed assignments as stated in the course syllabus. Students' practical training performance is evaluated on the basis of their assignments and on-site visit by assigned faculty or staff. Based on the evaluations students are assigned a pass or fail grade for the practical training.

Minimum Credits: 12

HOS 491 - Hospitality Business Co-Op Education

Students may use 3, 6, 9 or 12 credit hours for a guided internship work experience that integrates study and experience. Students are contracted to maintain employment at an approved hospitality/tourism location for a pre-determined length of time with specified start and end dates. Three credits are given for a minimum of 140 hours; six credits are given for 280 hours, nine credits are given for 420 hours and 12 credits are given for 560 hours of industry work. Minimum hours are in addition to the 1,000 hour graduation requirement.

Minimum Credits: 3

Maximum Credits: 1

HOS 492 - Experiential Learning

Students pursuing the BS in Hospitality Business or the BAS in Hospitality Management must register for this course in the final semester of their senior year and complete an industry related experiential learning component as a requirement for graduation. Students enrolled in the BS degree program must complete 1,000 hours of experiential learning in a hospitality and tourism (or related business) with a minimum of 200 hours in guest/customer contact services. Students with transfer credit (least 30 credits) and enrolled in the BAS or BS degree program must complete 750 hours of experiential learning in a hospitality and tourism (or related business) with a minimum of 100 hours in guest/customer contact services. Students with transfer credit (60 or more credits) and enrolled in the BAS or BS degree program must complete 500 hours of experiential learning in a hospitality and tourism (or related business) with a minimum of 100 hours in guest/customer contact services. Students are encouraged to pursue diverse experimental learning opportunities. The required hours must be completed by March 15th of the student's senior year. Credit will be awarded for any work experience prior to formal admission into the program.

Minimum Credits: 0

HOS 550 - Managerial Role in Hospitality, Tourism, Leisure, and Recreation

Students are introduced to managerial roles in the fields of hospitality, tourism, leisure and recreation, and will create a personal portfolio of knowledge and skills that focuses on a management career in one of these industries

Minimum Credits: 3

HOS 640 - International Hospitality Operations

The global nature of the hospitality industry continues to expand due to the development of technology, communication, transportation, deregulation, free markets and the growing world economy. The course expands on competencies and previous experience in hospitality operations through the application of competitive strategies, corporate structures, planning, systems and analysis to international hospitality operations.

Minimum Credits: 3

HOS 700 - Seminar in Services Management

Past, present and future trends in the lodging, food service and the travel and tourism industry are identified and analyzed. Current research in the hospitality and tourism industry and related disciplines, is presented, reviewed and discussed.

Prerequisite(s): HOS 550 and MBA 500 or QSO 510

Minimum Credits: 3

HOS 730 - Thesis

Minimum Credits: 6

Independent Studies

IND 201 - Self-Designed Degree Program Planning

This course is a tutorial through which the student, in consultation with a faculty mentor, establishes an interdisciplinary program of study as a self-designed major in an approved discipline. Students will create and submit an academic plan that outlines the goals of the program and directly correlates the coursework to their academic and professional goals. The concentration proposed should consist of no fewer than four courses, two of which must be at the 300-400 level.

Minimum Credits: 3

IND 301 - Self-Designed Tutorial I

In this course the student meets with the faculty mentor on a scheduled basis over the semester to monitor progress toward completion of the self-designed program. The student may expect that the goals and perspectives that drive the vision of the self-designed program will evolve over time. The seminar-style course facilitates dialog between the student and teacher, encourages reflection on progress, and presents opportunities for refinement of the course of study.

Prerequisite(s): IND 201

Minimum Credits: 1

IND 302 - Self-Designed Tutorial II

In this course the student meets with the faculty mentor on a scheduled basis over three successive semesters to monitor progress toward completion of the self-designed program. The student may expect that the goals and perspectives that drive the vision of the self-designed program will evolve over time. The seminar-style course facilitates dialog between the student and teacher, encourages reflection on progress, and presents opportunities for refinement of the course of study.

Prerequisite(s): IND 201

Minimum Credits: 1

IND 303 - Self-Designed Tutorial III

In this course, the student meets with the faculty mentor on a scheduled basis over three successive semesters to monitor progress toward completion of the self-designed program. The student may expect that the goals and perspectives that drive the vision of the self-designed program will evolve over time. The seminar-style course facilitates dialog between the student and teacher, encourages reflection on progress, and presents opportunities for refinement of the course of study.

Prerequisite(s): IND 201

Minimum Credits: 1

IND 401 - Honors Thesis: Self-Designed Major

This six-credit course provides the setting for a year-long effort to bring together in a carefully designed and well-executed honors thesis, the integrated learning experience achieved in the self-designed major.

Minimum Credits: 6

Information Technology

IT 100 - Introduction to Information Technology

This is the fundamental computer fluency course required for all Southern New Hampshire University students. It is designed to promote a working knowledge and understanding of computer information technology concepts, skills and capabilities that support academic and professionally related goals and requirements. Students learn about the application and science of information technology. Concepts to master include the fundamentals of computer information technologies along with issues that affect people today such as : Internet and other network technologies, web publishing, digital media, hardware, software, file and database management, information security, viruses, and spyware, social impact, as well as algorithmic thinking and the limits of computation. Students develop capabilities such a managing complexity, assessing the quality of information, collaborating and communicating using IT, anticipating technological change and thinking abstractly and critically about IT. Students develop computer-related skills in support of their college studies and career goals. This is accomplished, in part, by the mastery of word processing, spreadsheet, presentation, and database software.

Minimum Credits: 3

IT 135 - Interactive 3-D Virtual Environments

This course introduces students to the underlying concepts in manipulating a three dimensional virtual reality environment. The objects in this environment are both recognizable (dinosaur, tree, airplane) and also proper objects as the term is used in computer science. Students will work individually and in teams animating to specific objectives with a significant deliverable at the end of the course. Implementations of interactive advertising or educational games are potential project areas. Topics include: virtual reality concepts (objects, point of view, lighting), object oriented concepts (properties, methods, events), and animation control concepts (collision detection, decision implementation, iteration, and parallel activities).

Minimum Credits: 3

IT 145 - Introduction to Software Development

This course provides a comprehensive introduction to the object-oriented programming paradigm. The course uses the Java programming language, which is totally object-oriented language, and the Java development environment to demonstrate the principles of object-oriented programming. Other languages, including Smalltalk, may be used for comparison. The course covers the Java language and the Java development environment, including the Java Software Development Kit (SDK) and Integrated Development Environment (IDE) tools. The course also covers the key concepts of object orientation, including inheritance, encapsulation, polymorphism and communication with messages. Other topics include classes and objects, base classes and class hierarchies, abstract and concrete classes. Offered every year. This is a programming course.

Prerequisite(s): CIS 100 or IT 100

Minimum Credits: 3

IT 201 - Computer Platform Technologies

This course provides the hardware/software technology background for information technology personnel. Hardware topics include CPU architecture, memory, registers, addressing modes, busses, instruction sets and a variety of input/output devices. Software topics include operating system modules, process management, memory and file system management. Also included are basic network components and multi-user operating systems. Offered every year.

Prerequisite(s): CIS 100 or IT 100

Minimum Credits: 3

IT 205 - Digital Music

This course introduces students to information technology and the music business. The primary theme of the course is to understand how information technology has transformed the music industry in the last five years. The course is part lecture and part lab work. During lectures, students will learn about topics such as waveform audio, data compression and sampling, digital signal processors and soundcards, audio file formats, MIDI, e-collaboration, and e-business. During lab work, students will learn how to use software packages to compose, record, and mix music, to put music on a CD, to design a CD package, and to use the Internet to market and distribute music CD's. The course includes a project which will culminate in the creation of a professional CD suitable for distribution. The course is designed for students who have an interest in music and IT, e.g. sound engineering, song-writing, or executive leadership in the music industry. An ability to play an instrument is not required.

Prerequisite(s): IT 100

Minimum Credits: 3

IT 207 - Information Technology and Digital Games

Introduction to digital games and information technology covers game genres and platforms, interface design, game implementation, artificial intelligence, business economics of the game industry, game marketing and design, e-collaboration, and e-commerce. Students learn how to use software packages to design and implement digital games and how to use the Internet to market and distribute digital games. The course includes a project which will culminate in the conception, design, and prototype of an original digital game. The course is designed for students who have an interest in IT and games, including original game concepts, design and implementation, and executive leadership in the game industry. Knowledge of computer programming is not required.

Minimum Credits: 3

IT 209 - Introduction to Robotics

This course covers Introduction to Robotics, Applications of Robots, Return-on-Investment, Abstract Models, Controlling Robot Motion, Complex Motion, Robotic Sensors, Input / Output, External Sensors, Threads, Event Programming, Remote Communication, Remote Sensing, Behavior Programming, and Human/Robot Interfaces. Students will gain hands-on experience with emerging robot technologies, understand industrial applications of robots, and ramifications of human/robot interaction.

Prerequisite(s): IT 100

Minimum Credits: 3

IT 210 - Business Systems Analysis and Design

This course provides students with the necessary level of information technology education relative to understanding the uses and roles of information systems in business organizations. Students receive instruction on the information concepts and methodologies associated with the development of business information systems, and their effective application to the solution of business problems. Students learn the major issues of managing information technology in the contemporary business environment and the relationship between organizations structures, and information technology. Team approaches are utilized along with structured computer laboratories and cases. Writing intensive course.

Minimum Credits: 3

IT 225 - Software Development with Visual Basic.NET

This course introduces students to Visual Basic, an object-oriented, event-driven programming language. Emphasis is on programming for the .NET framework and the use of industry standards. Sequential access and random access files and the creation of graphical user interface (GUI) front ends for client server applications using ADO.NET connections to Microsoft Access databases are covered. Offered every year. This is a programming course.

Prerequisite(s): CIS 250, IT 240 or IT 145 and MAT 230 or MAT 330

Minimum Credits: 3

IT 230 - Software Development with C#.NET

This course is designed to introduce C#, an event-driven, fully object-oriented, visual programming language. The course covers the Visual Studio.NET integrated development environment (IDE) while covering the basics of the C# language. Topics include input / output statements, arithmetic and logical operations, control structures, program modules (methods and classes) and arrays. Students will be involved in writing programs of increasing complexity throughout the course, offered every year. This is a programming course.

Minimum Credits: 3

IT 232 - Software Development w/C++.NET

This course teaches students how to design, implement and test applications in the C++ programming language. Topics include C++ data types, operators, functions, classes and inheritance. The course introduces students to issues associated with developing real-world applications by presenting several case studies. The concepts of object-oriented design and programming are covered. Offered as needed. This is a programming course.

Prerequisite(s): CIS 250, IT 240 or IT 145 and CIS 230 or IT 230 and MAT 230 or MAT 320

Minimum Credits: 3

IT 242 - Intro to Geographic Information Systems

This course is designed to introduce the student into the exciting new world of mapping software. Mapping software has found many uses throughout government, universities, business, as well as in the public policy arena. Students will learn how to use mapping tools that are available with data driven web sites, as well as learn how to create their own maps with mapping software. Students will learn how to work with different kinds of data sets and how to incorporate them into customized maps for analysis and presentation.

Prerequisite(s): IT 100

Minimum Credits: 3

IT 251 - Intro to UNIX/LINUX Operating System

This course provides an introduction to the structure and functioning of the UNIX operating system. It is designed to give students a solid foundation in the design and organization of the operating system and to teach the basic set of UNIX commands. Offered as needed.

Prerequisite(s): CIS 201 or IT 201

Minimum Credits: 3

IT 270 - Web Site Design

This course serves as an introduction to creating interactive pages for the World Wide Web. Specifically, it will survey Internet concepts, network protocols and client-server communications. The course covers HTML, the language of the World Wide Web; the Document Object Model (DOM), essential to creating and manipulating elements of a Web page under program control; CSS, the syntax for building consistent styles and appearances across Web pages; and JavaScript, the programming language that cements the various technologies together to facilitate dynamic interactive elements. Offered every year.

Prerequisite(s): IT 100 and IT 135 or IT 145 and MAT 130, MAT 140, MAT 210, MAT 230 or MAT 240

Minimum Credits: 3

IT 303 - Design of Virtual Game Environments

This core topic addresses the fundamental ideas behind the design of electronic games as virtual environments. It touches on relevant formal fields such as systems theory, cybernetics, and game theory. Included are basics of interactive design, including interface design, information design and human-computer interaction. Emphasis is placed on how virtual game environments function to create experiences, including rule design, play mechanics, game balancing, social game interaction and the integration of visual, audio, tactile and textual elements into the total virtual game environment experience. Game documentation and play-testing are also covered.

Prerequisite(s): IT 207 or GAM 207

Minimum Credits: 3

IT 305 - Digital Game Development

To provide a technically well-founded introduction to game development using programming languages and various gaming editors. On completing this course, the student will have acquired a fundamental understanding of the Windows API, the use of sprites, animation and audio in an integrated game environment.

Prerequisite(s): IT 207 or GAM 207 or permission of instructor

Minimum Credits: 3

IT 315 - Object Oriented Analysis and Design

This course develops software systems engineering principles combining object-oriented design principles and methods augmented by computer assisted engineering (CASE) technology. The course involves use of the unified modeling language (UML) and, through the vehicle of a student group project, applies these elements to the system development life cycle. This course is writing intensive, as student project teams are required to submit a comprehensive project report and a PowerPoint presentation. Specialized Systems Development Computer Laboratory intensive and open laboratory intensive. Offered every year. Writing intensive course.

Prerequisite(s): CIS 200 or IT 210

Minimum Credits: 3

IT 330 - Database Design and Management

This course covers the design and implementation of information systems within a database management system environment. Students will demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system using database software to implement logical design. Topics include data models and modeling tools and techniques; approaches to structural and object design; models for databases (relational, hierarchical, networked and object-oriented designs) CASE tools, data dictionaries, repositories and warehouses, Windows/GUI coding and/or implementation, code and application generation, client-server planning, testing and installation, system conversion, end-user training and integration and post-implementation review. Offered every year.

Minimum Credits: 3

IT 340 - Network and Telecommunication Management

This course provides an in-depth knowledge of data communications and networking theory, concepts and requirements relative to telecommunications and networking technologies, structures, hardware and software. Emphasis is on the concepts of communications theory and practices, terminology, and the analysis and design of networking applications. Management of telecommunications networks, cost-benefit analysis and evaluation of connectivity options are covered. Students can design, build and maintain a local area network (LAN). Offered as needed.

Prerequisite(s): CIS 201 or IT 201 and CIS 200 or IT 210

Minimum Credits: 3

IT 370 - Web Server Design

This course is a follow-up to IT 270 and extends the concept of interactive Web pages to the server. Building on the students' knowledge of Web page elements and Visual Basic, this course introduces Active Server Pages (ASP) as the vehicle for manipulating and creating content from a Web server. The course progresses through the fundamentals of client-server interaction to e-commerce considerations, XML, and database connection/manipulation from a Web server using SQL, the Structured Query Language for relational databases. Offered as needed.

Prerequisite(s): CIS 260, IT 125 or IT 225 and CIS 270 or IT 270 and CIS 330 or IT 330

Minimum Credits: 3

IT 375 - Digital Graphics Design

This course presents digital graphic theory and develops skills that meet the design and technical requirements of professionally created digital images for World Wide Web commercial applications on a variety of platforms and Internet appliances. Each student develops a professional portfolio consisting of printed as well as CD-ROM material. Students also develop working Web sites that display their graphic design projects. Topics include design strategies, Web authoring environments, color calibration and aesthetics, special HTML tags, image mapping, style sheets, digital cameras and scanners, GIF animation and an introduction to Dynamic HTML. Offered as needed.

Prerequisite(s): CIS 100 or IT 100

Minimum Credits: 3

IT 380 - Cybersecurity and Information Assurance

This course explores the basic concepts in cybersecurity and information assurance. Topics include security policies, models, and mechanisms for secrecy, integrity, and availability of communications and information. The course also covers approaches to prevent, detect and recover from the loss of information, cryptography and its applications, vulnerability scanning, functions of a chief security officer software applications and web services for maintaining information security and security in computer networks and distributed systems.

Prerequisite(s): IT 330 and IT 340

Minimum Credits: 3

IT 415 - Advanced Information Systems Design

This is the first of a two-part capstone course for IT majors. Students working in groups select a systems project to analyze and design using the knowledge and skills learned in their previous courses. There is a heavy emphasis placed on project management. The instructor and students critique all projects weekly. Offered every year. Writing intensive course. Senior standing or permission of instructor.

Prerequisite(s): IT 315 and Senior standing

Minimum Credits: 3

IT 420 - Advanced Information Systems Implementation

This is the second part of the Capstone course for IT majors. The student groups will implement and document the systems project designed in IT 415 using an appropriate computer programming language or database management system. The instructor and students critique all projects weekly. Offered every year.

Prerequisite(s): CIS 415 or IT 415

Minimum Credits: 3

IT 430 - 3-D Modeling and Animation

In this course students are introduced to a multitude of techniques in 3-D graphics and animation as they master the many tools of 3-D Studio Max. This hands-on computer course includes modifying primitives (simple, predefined geometry) and modeling new geometry with splines and mesh editing. Topics include creating and applying textures with ray tracing (reflections) and bump maps to 3-D geometry. In addition, students learn how to animate geometry and textures. Virtual lights

and cameras will be created by students to increase the realism and style of the created models. Students will learn how to add 3-D animations and images to web pages, videos and printed documents. Students will also learn how to create virtual objects and figures for use in 3-D games.

Prerequisite(s): COM 230

Minimum Credits: 3

IT 431 - Software Development in Distributed Systems

Students learn XHTML, including how to use image maps, frames, cascading style sheets and scripting languages. Various browsers will be introduced. Server-side development using CGI, ASP, ColdFusion and PHP for distributed applications will be covered. Server-side topics such as servlets and JSPs, along with Java and XML, will be introduced. Offered every year. Writing intensive course.

Prerequisite(s): CIS 200 or IT 210

Minimum Credits: 3

IT 450 - Artificial Intelligence

This course explores contemporary tools and principles of artificial intelligence that focus on Web commerce applications and business intelligence in particular. Topics include mining data for business intelligence and collaborative software agents that utilize resources on the Web to carry out tasks for individuals and organizations. Offered as needed.

Prerequisite(s): IT 135 or IT 145

Minimum Credits: 3

IT 465 - Digital Multimedia Development

This course presents digital multimedia theory and develops skills that meet the design and technical requirements of professionally created multimedia for World Wide Web commercial applications on a variety of platforms and Internet applications. Each student develops a professional portfolio consisting of CD-ROM material. Students also develop working Web sites that display their multimedia projects. Topics include sound, animation, video, interactivity and multimedia distribution. Offered as needed.

Prerequisite(s): IT 375 or GRA 310

Minimum Credits: 3

IT 467 - Digital Commerce and eBusiness

This course is a comprehensive survey of the principles, techniques and implications of digital commerce and e-business. It covers the entire spectrum of Web-centric forms of communication and trade amongst commercial, industrial, institutional, governmental, employee and consumer participants and partners. Topics include: e-business models, security, privacy, ethics, major Internet tools and architectures behind digital commerce. Students use a Web development tool to build and post a site. Offered as needed.

Minimum Credits: 3

IT 480 - Independent Study

This course allows students to investigate any information technology subject not incorporated into the curriculum. Offered as needed.

Minimum Credits: 3

Maximum Credits: 6

IT 481H - Trends in Computer Information Technology Honors

This course is about mastering tools to create charts and graphs in the service of business decision making. Many business decisions are based upon supporting data and their analyses. The presentation of data in support of decisions is as important as

understanding what the data analyses tells us. Businesses need employees who are able to communicate powerfully in order to reveal trends and explain underlying data. Students learn how to customize Excel charts that show trends, differences, and relationships. They learn how to effectively create stock analysis charts, pivot tables, and pivot charts to analyze large data sets. In addition to learning advanced charting features such as mixing two chart types into a single chart and creating dynamic charts, students learn how to use Excel Sparklines and data visualization techniques associated with conditional formatting in worksheet cells. Students learn how to plot data geographically on maps and know when someone is trying to deceive with charts. Case studies are utilized in the course.

Prerequisite(s): IT 210 and must be enrolled in 3Year Honors

Minimum Credits: 3

Maximum Credits: 6

IT 485 - Information Technology Strategy and Management

This course presents the principles and concepts involved in the management of organizational information technology resources. It includes CIO functions, information technology planning, project management, legal and professional issues and the strategic impact of information technology systems. Offered every year. Writing intensive course.

Prerequisite(s): CIS 415 or IT 415

Minimum Credits: 3

IT 490 - Information Technology Internship

The consent of the program coordinator/department chair, the school dean and the Career Development Center are required for this course. Offered every year.

Minimum Credits: 0

Maximum Credits: 12

IT 500 - Information Technology

This course focuses on the many ways information technology is incorporated within contemporary organizations and used to achieve a competitive advantage in the national and international marketplace. The interrelationships between information technology, management and organizations are emphasized. Management of the system development process and the tools and methods used to produce quality information systems also are studied. Background preparation: 3 credit hours in information technology or equivalent. IT 500 cannot be taken for credit or as an elective if IT 510 has been completed.

Minimum Credits: 3

IT 501 - Object Oriented Application Development

This course provides a comprehensive introduction to the principles and practices of object-oriented software development and provides a foundation for developing quality software. Students develop skills in applying object-oriented concepts to solve software problems and implement solutions. The course also teaches the concepts and design of algorithms for problem solving and includes the topics of data structures as they are related to the algorithms that use them. The course provides the technical foundation necessary to handle the material covered in the subsequent IT courses.

Minimum Credits: 3

IT 503 - Digital Commerce and eBusiness

This course is a comprehensive survey of the principles, techniques and implications of digital commerce and e-business. It covers the entire spectrum of Web-centric forms of communication and trade amongst commercial, industrial, institutional, governmental, employee and consumer participants and partners. Important areas such as e-business models, security, privacy and ethics are covered along with the major Internet tools and architecture behind digital commerce. Students use a Web development tool to build and post a site and learn what an organization must do to effectively use e-commerce to achieve a competitive advantage.

Prerequisite(s): IT 500 or IT 510 or permission of instructor

Minimum Credits: 3

IT 510 - Advanced Information Technology

This course focuses on the principles and practices underlying the analysis, design, implementation and management of information technology systems. Topics include information system development methodologies, systems planning, requirements analysis, systems implementation, software engineering, project management, and interface, database and process design.

Prerequisite(s): IT 501

Minimum Credits: 3

IT 518 - Game Design and Development

An introduction to tools and techniques used in computer game design and development, and applications for entertainment games, serious games, and business simulations. Includes an analysis of the concepts and tools used computer game artificial intelligence, interaction of three-dimensional objects, story-boarding, and other areas. Students will have the opportunity to work with computer game engines, editors, and programming languages used in the professional game development community.

Minimum Credits: 3

IT 548 - Information Security

This course provides students hands-on information security training as future executives, network professionals, system administrators and consultants. It explores the basic concepts in information security policies, models, and mechanisms for secrecy, integrity, and availability. Topics include approaches in an organization to prevent, detect and recover from the loss of information; cryptography and its applications; and security in computer networks and distributed systems.

Minimum Credits: 3

IT 549 - Foundation in Information Assurance

This course explores the basic concepts and prepares students with the foundation skills for the protection of networks, communication, and data, as well as the knowledge base for planning, implementing, and managing enterprise level security and system integrity. Topics include approaches in an organization to prevent, detect and recover from the loss of information, cryptography and its applications, security in networks and distributed environments. This course is Lab Intensive.

Prerequisite(s): IT 500 or IT 510

Minimum Credits: 3

IT 550 - Management of Information Technology

This course is a detailed introduction to the major issues underlying the successful management of information technology in contemporary organizations. The course covers three major areas: (1) The interrelations between organizational structure and process, and the adoption of new information systems technologies; (2) The actual management of the IT function within the organization (3) IT project management which focuses on the operational steps in designing and carrying out specific IT projects. The course makes extensive use of case studies. The focus is on both national and global perspectives. Students write a research paper on the business impacts of emerging IT trends.

Prerequisite(s): IT 500 or IT 510

Minimum Credits: 3

IT 560 - Database Application for Data Analysis

This course focuses on business problem analysis to determine data needs, and focuses on developing problem solutions. Solutions consist of creating databases and using software tools to manipulate them in order to extract useful information for business decision support. Students learn how to construct interfaces to enter and retrieve data from large databases. Various types of data analyses are covered as well as database security issues from the user perspective.

Prerequisite(s): IT 500 and IT 510

Minimum Credits: 3

IT 600 - Operating Systems

This course focuses on computer architecture and the operating systems of digital computers. Students learn about the operational methods of hardware; the services provided by operating systems' software; acquisition, processing, storage and output data; and the interaction between computers. Topics include widely used operating systems such as DOS, Windows, and UNIX.

Prerequisite(s): IT 501 and IT 510

Minimum Credits: 3

IT 610 - Object-Oriented Systems Analysis

This course focuses on the systems analysis tools and techniques that underlie the development of information systems. Object-oriented analysis is emphasized. The course examines approaches for establishing the scope of a system, capturing and modeling information gathered during analysis, and managing and controlling project development. Students will get a working understanding of the methods for developing and specifying application system requirements. CASE tools will be used to develop system models.

Prerequisite(s): IT 501 and IT 510 or permission of instructor

Minimum Credits: 3

IT 618 - System Design and Analysis

Throughout this course students will learn concepts around systems analysis and design theory, data modeling and process modeling theory. Students will learn how to effectively gather data, examine workflows and processes and work toward achieving a balance of process, efficiency, technology and quality care. This course includes a group project.

Minimum Credits: 3

IT 620 - Object-Oriented Systems Design

This course focuses on the principles required for developing object-oriented information systems. Topics include the principles of object orientation, including objects and classes, encapsulation, inheritance, polymorphism and communication with messages. Also covered are class hierarchies, abstract and concrete classes, model and view separation, design patterns and visual development. This course provides hands-on experience with object-oriented development environments.

Prerequisite(s): IT 501 and IT 510 or permission of instructor

Minimum Credits: 3

IT 625 - Information Technology Project and Team Management

This course introduces the students to the principles and practices necessary to be an effective IT project manager. The course covers project scope, time, cost, quality and human resource management techniques as applied to the kinds of project management problems and issues unique to the IT environment. Students learn how to design an actual IT project structure and will obtain hands-on experience using project management software. Emphasis is on the techniques of project management, leadership, teamwork and project risk management as applied to the IT environment. Case work is an important part of this course.

Prerequisite(s): IT 501 and IT 510 or permission of instructor

Minimum Credits: 3

IT 630 - Computer Simulation and Modeling

This course focuses on the theory and practice of discrete system simulation. Topics include simulation/modeling techniques and methodologies illustrated by business and industrial applications such as computer and network modeling, manufacturing simulation and queuing systems. Queuing theory and input/output statistical analysis are included. Modeling software is used.

Prerequisite(s): IT 501 and IT 510 or permission of instructor

Minimum Credits: 3

IT 640 - Telecommunications and Networking

Telecommunications is a business resource that must be well managed. This includes the technical aspects and the application of telecommunications technology to solve specific business problems and enhance the strategic position of a business enterprise. Topics include the importance of telecommunication in today's business environment, the analysis, design and implementation of telecommunications systems, the scope of the telecommunications industry and current trends; telecommunications hardware, the OSI network model, networking technologies and telecommunications software, protocols and standards.

Prerequisite(s): IT 600 and minimum grade C, T, WV

Minimum Credits: 3

IT 641 - Telecommunications for Business

This course is an introduction to telecommunications technology, standards, policy and strategy for business managers in a global environment. Topics covered include the basics of data communications and networking, uses and applications of telecommunications and the convergence of data communications and other types of communications. These include phone, multi-media and other systems. Technology and standards of telecommunications are covered in this course from the perspective of business managers.

Prerequisite(s): IT 500 or IT 510 or permission of instructor

Minimum Credits: 3

IT 642 - Information Security Management

Information Security Management will provide the techniques and skills necessary to build, review or revise an Information Security Organization using a combination of policies, architecture, risk assessments and business goals. These skills are necessary for organizations that have a need to protect information which is necessary in order to keep the business viable. Topics include risk management, project management and staff development. This course is Lab Intensive.

Prerequisite(s): IT 549

Minimum Credits: 3

IT 643 - Network Assessment and Defense

This course covers the fundamental skills and knowledge in evaluating internal and external threats to network security and design, how to enforce network level security policies, and how to ultimately protect an organization's information. It includes a broad range of topics from secure network fundamentals, protocols and analysis, standards and policy, compliance and operational security; threats and vulnerabilities; application, data and host security, access control and identity management; and cryptography. Students who have completed the course will have a full understanding of defensive measures taken to secure their organization's information, and along with the proper knowledge necessary to comprehend overall network security posture and the basic practices in vulnerability assessment. This course is Lab Intensive.

Prerequisite(s): IT 549

Minimum Credits: 3

IT 645 - LAN Design, Implementation and Management

This course studies the theory and application of the design and construction of Local Area Networks (LANs) network topology, standards, protocols and media, network operating systems, LAN servers and workstations, LAN application software, and network printing and management. Students learn how to plan, install, troubleshoot and evaluate a LAN. A course project involves building a LAN, installing hardware and software and managing the LAN for best performance. Students also evaluate and compare different network operating systems.

Prerequisite(s): IT 510, IT 600 and IT 640 or permission of instructor

Minimum Credits: 3

IT 647 - Web Site Construction and Management

This course is an introduction to the construction and management of interactive Web sites. It involves technical issues such as standards, HTML/ XML, scripting, embedded rich media and database connectivity; design issues such as audience analysis, content organization, accessibility, page layout, styling and templates and management issues such as organizing, branding, managing and marketing the Web site. The course focuses on designing Web sites with creative interfaces, aesthetic style, functional structure and navigation. There is equal emphasis on technical proficiency, creative comprehension and management concepts. This course does have hands-on labs.

Prerequisite(s): IT 500 or IT 510

Minimum Credits: 3

IT 650 - Principles of Database Design

This course is a study of the design, development and implementation of database management systems (DBMS) that emphasizes relational DBMS architecture using SQL. Students will design and implement projects and complete case exercises as they are introduced to new developments in data- base design.

Prerequisite(s): IT 501 and IT 510

Minimum Credits: 3

IT 655 - Database Application Development

This course focuses on how to develop advanced, multi-user database applications using ORACLE. Hands-on project work is stressed. Students will learn advanced administration techniques and ways to handle run-time errors and optimize database processing by manipulating system parameters.

Prerequisite(s): IT 500 or IT 510 or permission of instructor

Minimum Credits: 3

IT 660 - Artificial Intelligence

Students study the concepts, techniques, applications and implications of artificial intelligence theory and technology. The course also focuses on the applications of rule-based expert systems in business, industry and government. Topics include knowledge representation and acquisition, heuristic search in problem solving and game playing, genetic algorithms, fuzzy logic, neural networks, automatic deduction and logic programming. Students create expert systems using Prolog.

Prerequisite(s): IT 500 IT 510

Minimum Credits: 3

IT 665 - Client/Server Systems

This course focuses on the elements and methodologies used in the development of client server applications. Students design and build client applications that manipulate data in a shared database environment on a network. Topics include user interface design, object- oriented design, data management and data security. Theoretical concepts are reinforced with applications. The course is project- oriented, with students implementing projects using a front-end application development language.

Prerequisite(s): IT 500 or IT 510 or permission of instructor

Minimum Credits: 3

IT 700 - Information Technology Strategy & Policy

This is the capstone course of the IT master's degree program and is designed to provide in depth understanding of the central role of information technology in the contemporary business environment. Students develop an understanding of the strategic uses of information technology from a business perspective at the enterprise level. Students also learn how to manage the introduction of new information technologies in the firm. They learn how to harness the power of these new technologies, enabling them to make better decisions and more effectively manage their organizations. Students conduct an extensive research project on the business impact of emerging technologies.

Prerequisite(s): IT 510, IT 600, IT 610, IT 625, IT 630, IT 640 and IT 650 or permission of instructor.

Minimum Credits: 3

International Business

INT 113 - Introduction to International Business

This course is the foundation for business in a global context with an emphasis on applications. It offers a survey of fundamentals and principles of management in the context of globally oriented firms and primarily presents an assessment of the differences between business in domestic and international context. The course explores fundamental issues in business in an increasingly interdependent world; including management principles and techniques in a global context. Themes constituting fundamentals of international business such as economic, political, cultural and social environment of business; organizations that facilitate international business and organizational structures; trade theory; government influence on trade; international business modalities and entry strategies into foreign markets, global financial system as well as the emerging issues related to international business; are also explored.

Minimum Credits: 3

INT 200 - International Business Project

This course is designed for those students who are pursuing a major and those that have definite interest in carrying out a career in International Business as well as those who seek to broaden their knowledge in the field. Explicitly, the course will introduce students to the contemporary issues and challenges faced by managers of Multinational Corporations in the International Business setting. The course will give students the opportunity to work in teams by focusing on a practical approach to learning. It will provide students with skills that can facilitate their entry into a job market in International Business or related field at various levels of expertise.

Prerequisite(s): INT 113

Minimum Credits: 3

INT 221 - Global Financial System

This course is designed to familiarize students with global financial architecture and the modus operandi of global financial markets and multinational financial institutions, with the focus on policy- and concept-oriented issues in international banking and international capital markets. It aims to provide a comprehensive background to understand the international financial environment and to expose students to a wide range of international financial functions, operations and products. Global Marker.

Minimum Credits: 3

INT 309 - Legal Environment of International Business

The course is designed to provide students with an overview of the areas of public and private international law that affect international business activities. The United Nations Conventions on International Sale of Goods will be given particular attention. Not available every semester.

Prerequisite(s): INT 113

Minimum Credits: 3

INT 311 - International Human Resources Management

This course will examine and explore key issues that are critical to the successful utilization of a multicultural workforce. These include the international staffing process, identifying unique training needs for international assignees, reconciling home-country and host-country performance appraisal systems, identifying the characteristics associated with a good compensation program and exploring the major differences between labor relations in the U.S. and Europe. Most students interested in international human resource management should normally have already taken OL 215, a course in domestic human resource management, or some preliminary introduction to the world of international law, government, economics and marketing. Offered every other year.

Prerequisite(s): ADB 125 or OL 125

Minimum Credits: 3

INT 315 - International Management

This course introduces students to the management of global operations. It covers the major functional areas of management as they are practiced in a multinational corporation. This includes participation, organization, financial management, production and marketing strategies, human resource development, communications and control and the formation of strategic alliances. The course uses texts, simulations and cases. Global marker.

Minimum Credits: 3

INT 316 - Cultural & Political Environment of International Business

This course introduces students to such primary cultural factors as religion, language, values, technology, social organization and political environment that affect U.S. firms doing business outside of the United States. Students learn the significance of identifying and assessing the importance of these factors so they can more effectively manage in the international environment. A variety of international environments will be studied. The course uses text, cases and exercises. Global marker.

Minimum Credits: 3

INT 322 - International Retailing

This course compares and contrasts retail institutions in selected foreign countries with those in the United States. An examination of the social, economic and political influences on the development of retailers in foreign countries is conducted. A look at how retailing trends spread from culture to culture is considered. Examinations of the similarities and differences in merchandising, sales promotion, pricing and personal selling policies of retailers around the globe are examined. This course is cross-listed with MKT 322. Global marker.

Prerequisite(s): MKT 222

Minimum Credits: 3

INT 335 - Importing & Exporting in International Trade

The primary focus of this course is "How to Get Started Building an Import/Export Business." This course introduces students to many complexities of building an import/export business, including economics and politics, planning and negotiation, foreign currency transactions, shipping and insurance, documentation and the intricacies of exporting from and importing to the United States. Offered every other year.

Prerequisite(s): INT 113

Minimum Credits: 3

INT 336 - Multinational Corporate Finance

This course emphasizes aspects of financial planning for corporations with overseas operations. The sources and uses of corporate funds abroad are evaluated and the criteria for choosing among alternative foreign investments are analyzed. The effects of international corporate financial planning are examined, with attention paid to such factors as the characteristics of foreign money and capital markets, international financial institutions, exchange rate changes, currency restrictions, tax regulations and accounting practices.

Prerequisite(s): FIN 320

Minimum Credits: 3

INT 410 - International Entrepreneurship

This course provides a hands-on perspective of creating an international enterprise from an entrepreneur's viewpoint. The course provides a comprehensive process that covers four stages of global entrepreneurship: (1) pre-global decision-making; (2) strategy formulation; (3) the mechanics of going global; and (4) sustaining global success. This course provides students with the foundation for taking the North American Small Business International Trade Educators (NASBITE) Certification Global Business Professional (CGBP) exam. Global marker.

Minimum Credits: 3

INT 422 - International Strategic Management

The course introduces students to strategic management in the global arena. It focuses on the internal strategic environment of an organization, the external strategic factors present in the international environment, and the manner in which a strategic thrust and a strategic fit are created between these two environments. The course relies on the use of case studies of U.S. and foreign international corporations. Not available every semester. Writing intensive course.

Prerequisite(s): INT 113 and junior standing or instructor permission

Minimum Credits: 3

INT 433 - Multinational Marketing

This course covers the development of international marketing programs from the determination of objectives and methods of organization through the execution of research, advertising, distribution and production activities. International similarities and differences in marketing functions as related to the cultural, economic, political, social and physical dimensions of the environment are examined. Also considered are the changes in marketing systems and the adoption of marketing philosophies and practices to fill conditions in different countries. Offered as needed. Global marker.

Prerequisite(s): MKT 113 and ECO 202

Minimum Credits: 3

INT 440 - Emerging Trends in International Business

This course is designed to be a survey of the emerging trends in international business. Class analysis will focus on both the macro- and micro- environments of the global arena. Major emphasis will be placed on regional economic integration, inter-regional trade, corporate strategic global perspectives and other major contemporary issues facing global managers today. Offered as needed. Writing intensive course.

Prerequisite(s): INT 113

Minimum Credits: 3

INT 441 - Licensing and Negotiations in the International Arena

This is an overview course surveying the licensing of intellectual property with a special focus on the international arena. Emphasis will be placed on the nature of intellectual property, licensing theory and practice, licensing negotiations, license drafting, and license implementation and administration after the completed agreement. Offered as needed.

Prerequisite(s): INT 113 and ADB 125 or OL 125

Minimum Credits: 3

INT 480 - Independent Study

Offered every year.

Minimum Credits: 3

Maximum Credits: 6

INT 490 - International Business Internship

Offered as needed.

Minimum Credits: 0

Maximum Credits: 12

INT 600 - Multinational Corporate Management

This course is an introduction to the nature of international operations and issues of management for multinational activities, with particular emphasis on the cultural, political, economic and physical dimensions of foreign nations.

Minimum Credits: 3

INT 601 - Global Entrepreneurship

This course explores the entire process of engaging in entrepreneurial activities in the global arena. The course covers in detail five essential areas of business development in the global market: Fundamentals and Identifying Opportunities, Valuation and Risk Management, Mobilizing Resources, Managing Contingencies and Changing Contexts, and Growth, Harvesting and Exit of businesses. Each of these areas will be covered in detail and supported with actual global case studies to enhance the learning of concepts. Students will test their skills by researching the creation of a global company.

Minimum Credits: 3

INT 605 - Introduction to International Business & Information Technology

Students are introduced to the theories of globalization with emphasis on the impact of information technology. Through case analysis and group research, students will explore the impact of information technology on the operation of the multinational firm.

Minimum Credits: 3

INT 610 - Multinational Corporate Environment

This course is a survey of economic, social and political relationships among and within nations, and their impacts upon corporations that operate in an international context.

Minimum Credits: 3

INT 620 - Multinational Corporate Finance

This course is a study of the problems of financing and reporting international operations. The evaluation of risk and funding strategies in international monetary relationships are emphasized.

Minimum Credits: 3

INT 621 - Advanced Multinational Financial Management

The course focuses on global company's short and long term financing and investment decisions as well as measurement and management of exchange rate and international interest rate risks. A range of advanced international finance techniques and their institutional setting are introduced throughout the course and students are exposed to practical applications through case studies and other experiential learning techniques.

Prerequisite(s): INT 620

Minimum Credits: 3

INT 640 - Multinational Market Strategies

This course involves the study of the issues involved in identifying developing relationships with international markets.

Minimum Credits: 3

INT 650 - International Trade and Competitiveness

Students in this course examine the conceptual and practical aspects of international trade and competitiveness. Theories of international trade, commercial policies and ways to improve international competitiveness are studied.

Minimum Credits: 3

INT 655 - Understanding Emerging Markets

This course is designed to provide a unique international business experience to students through an experiential learning process structured around a required international field trip. The course combines an online preparation stage where students theoretically examine the forces underlying political and economic dynamics in emerging markets with a live case study conducted through a field trip to one or two designated emerging market economies. Through an in depth analysis of cultural, political and economic factors encapsulated in these two stages, students will learn about critical strategic issues and operating challenges as well as business conditions of emerging markets and develop perspectives on managerial issues and gain essential skills for success.

Prerequisite(s): INT 610

Minimum Credits: 3

INT 660 - International Negotiations

The issues and problems inherent in conducting business across different cultures are examined in this course. Students develop skills and strategies needed for effective negotiation with people from different cultures and societies.

Minimum Credits: 3

INT 675 - International Corp Governance & Control

Students in this course will develop an expertise in the area of international corporate governance and control and become familiar with the research tools being used in the discipline. Students will have the opportunity to conduct research and present an original research paper in an area of interest within the field.

Prerequisite(s): INT 610

Minimum Credits: 3

INT 695 - Seminar in International Business and Information Technology

This capstone course is designed to provide a practical application of the concepts and theories of how to apply information technologies to international business problems. Focused on how information technology can be used to solve contemporary global business issues, students will gain a real-world perspective through project work.

Prerequisite(s): IT 550, IT 647, INT 605, INT 640, INT 660 and INT 70

Minimum Credits: 3

INT 700 - Multinational Business Strategy

This is a capstone course for the international business certificate. The course integrates various aspects of international business and focuses on the formulation of international business strategy. Case studies that cut across various functional disciplines are emphasized.

Prerequisite(s): INT 610

Minimum Credits: 3

INT 750 - Seminar in Multinational Business

This course focuses on current issues in international business. It provides students with an opportunity to research topics of interest in international business. It is recommended that students take this as one of the last courses in the Master of Science in international business program. This course is required for the D.B.A. in international business program.

Prerequisite(s): INT 600 and INT 610

Minimum Credits: 3

INT 800 - Foreign Direct Investment

This course builds on the foundations acquired in financial management and international finance to create an understanding of international capital markets and the process of strategic and financial evolution which accompanies international investment and international financial market participation.

Prerequisite(s): INT 610

Minimum Credits: 3

INT 810 - Privatization

This course is a study of privatization with emphasis on the various methods, costs and benefits and the long-run implications. The course requires research by students on different privatization projects for development projects using private financing.

Prerequisite(s): INT 610

Minimum Credits: 3

INT 820 - Seminar in Multinational Finance

This course is devoted to the study of advanced topics and current research being employed in the field of multinational finance. The course provides an opportunity for students to explore their area of interest in this field.

Prerequisite(s): INT 620

Minimum Credits: 3

INT 830 - Theories of Globalization

This is a doctoral seminar that develops, examines and evaluates competing and complementary theories of globalization. Students taking this seminar should regard it as helping them form the basis of their understanding of globalization as a conceptual and empirical phenomenon for their doctoral dissertation work in the International Business Department.

Minimum Credits: 3

INT 840 - Seminar in Multinational Marketing

This seminar will include extensive reading in the international Marketing/Business literature. Major seminar topics will include (but will not be limited to): countertrade, tariff and non-tariff barriers, cultural differences among market segments and global vs. multinational marketing strategies. The case method will be utilized. Class discussions will center around the literature via assigned journal articles. Class preparation and presentation will be individual and group. International market access will include the Internet.

Prerequisite(s): INT 640

Minimum Credits: 3

INT 850 - Seminar in Global Business Strategy

This seminar is designed to allow doctoral students to explore the complex problems of international business strategy from multiple levels of analysis using both contemporary and historical materials. The course will include a literature review, area studies and specialized case analysis as appropriate to illustrate specific problems characteristic of the discipline. Various theoretical methods will be compared and contrasted in order to evaluate their ability to solve problems of particular interest and intractability as defined by the major authors and practitioners in the field.

Prerequisite(s): INT 700

Minimum Credits: 3

INT 880 - Advanced Quant Methods/Int'l Bus I

This is an advanced, applied statistics course that is applicable to both economics and business environments. This course highlights matrix approach linear models, binary and continuous response functions, model building, model diagnostics and remedial measures.

Prerequisite(s): QSO 510

Minimum Credits: 3

INT 881 - Advanced Quant Methods/Int'l Bus II

This is an applied, multivariate statistics course that is applicable to both economics and business environments. It highlights factor analysis, discriminate analysis, cluster analysis, multidimensional scaling, canonical correlation and MANOVA.

Prerequisite(s): INT 880

Minimum Credits: 3

Justice Studies

JUS 101 - Introduction to Criminal Justice

This course covers the nature, scope and impact of crime in the United States, independent and interdependent operations and procedures of police, courts and corrections, and introductory theories of crime and delinquency. The course introduces the justice model in a systematic way whereby students delve into the numerous components of the justice system including law enforcement, legal and judicial process and correctional operations. Career opportunities will be fully covered throughout the course.

Minimum Credits: 3

JUS 102 - American Policing

An introduction to the police system in America, which is the gateway to the criminal justice process. Topics considered include the historical foundations of police processes, occupational roles and tasks of law enforcement, and the nature and designs of typical, as well as innovative, police systems. Perennial problems of policing, particularly as it relates to community interaction, are also essential components of the course.

Minimum Credits: 3

JUS 103 - Correctional Systems

This course examines the management, structure, and organizational design of correctional institutions. Correctional planning, construction, program evaluation and community interaction will be considered and improvement strategies for correctional operations will be debated and critiqued. The course provides a broad based overview of the correctional system which incarcerates and confines, treats, and reclaims criminal personalities and protects and serves the state and the community by removing threats to the social order.

Minimum Credits: 3

JUS 104 - Introduction to Security

A basic overview of private sector justice is the course's chief aim. Types of security operations and functions comprises much of the course coverage including perimeter and physical security, intelligence gathering, retail and industrial security, terrorism and executive protection as well as security in select business and industrial centers. Careers, regulation and licensure, and the debate on professionalization are other areas of major intellectual concern.

Minimum Credits: 3

JUS 111 - Introduction to Criminalistics

This course is designed to introduce students to concepts of forensic science with an emphasis on the recognition, identification, individualization, and evaluation of physical evidence by applying the natural sciences to law-science matters. Basic scientific principles used in the practice of forensic science and types of evidence, physical evidence in particular, will be discussed. It provides useful information on how scientific truth is used to solve cases and protect the innocent, how increased scientific information and technology could create a safer society, and how that information and technology could be used to create a less free society. Examining the role of forensic science in criminal and civil investigations where questions regarding the interpretation of physical evidence are crucial and will be discussed.

Minimum Credits: 3

JUS 201 - Criminal Investigation

This course is a comprehensive examination of civil and criminal investigations in both public and private modes, including most major felony processes and relevant civil actions. Focus is on the fundamentals of the investigative process and the range of skills necessary for successful performance and management of investigations, including evidence gathering and analysis, witness assessment, field techniques, and linkage between investigative and prosecutorial agencies.

Minimum Credits: 3

JUS 202 - Industrial and Retail Security

This course covers a wide array of issues relevant to the protection of industrial, retail and commercial interests, including administrative and managerial aspects of the security field in both the public and private sector; consideration of unique security management problems arising from labor disputes, demonstration, civil disorders and riots, white collar and organized crime and industrial espionage. Management issues peculiar to organizations which operate under constraints imposed by federal and state regulatory agencies is also dealt with. Tactical steps and strategies to combat the various forms of criminality in the commercial marketplace will be analyzed and discussed.

Minimum Credits: 3

JUS 211 - Organized Crime

A complete examination of the dynamic referred to as 'organized crime' commencing with its historical underpinnings. Specific crimes, like racketeering, extortion, bribery, official corruption, graft, drugs, prostitution and other illicit trafficking will be analyzed. Investigative techniques and prosecutorial strategies that relate to the identification and elimination of organized crime are a major component of the course content.

Minimum Credits: 3

JUS 215 - The Victim and the Justice System

This course will examine issues surrounding the central character in a criminal act - the victim. Contents are designed to develop an understanding of what it means to be victimized, including the physical, psychological, and economic impact of crime upon victims, their families, and society in general. Special consideration will be given to specific victim populations (i.e. survivors of homicides, sexual assault, and family violence), secondary victimization by the criminal system, victim assistance programs, and future trends in this field. A full review of how the American justice system has responded to the needs of victims is part of the course content and includes a look at victim testimony at sentencing and parole and probation hearings, victim notification, Meghan's law, victim advisory and protection services, and other means in which the judicial system assures victim participation during the adjudicative phase.

Minimum Credits: 3

JUS 224 - Legal and Justice Research Methods

A criminal justice exploration of the specialized methods and sources of legal and justice research in these areas. Justice publications and resources, case collections, computer-assisted research, constitutional materials, legal history, legal periodicals, legislative history, practice and procedures, and social science materials related to law. Application of legal research strategies will be required.

Minimum Credits: 3

JUS 261 - Judicial Administration

An examination of the American judicial system, highlighting state, local, and federal tribunals, including an assessment of their hierarchy, subject matter jurisdiction, and administration. Also reviewed will be judicial reasoning, judicial process and the chief personnel responsible for judicial operations. More particularly the course will expose the various phases inherent in civil and criminal litigation including the concepts of jurisdiction, venue, parties and the pleadings that guide advocacy. Typical case calendars and dockets will be examined throughout the course so that students may acquire a complete understanding of the litigation process.

Minimum Credits: 3

JUS 305 - International Criminal Justice

This course compares and contrasts the criminal justice system of the United States with the systems of other countries on a substantive and procedural basis. A thorough examination of other cultural models of law and justice in order that differences in justice processing and definition become apparent. Some emphasis is placed on international policing and legal enforcement,

whether through INTERPOL, treaty or other regulation.

Minimum Credits: 3

JUS 309 - White Collar Crime

This course considers crime committed by corporations as well as white collar criminals; how such crimes are defined, who commits or is victimized by it, which moral, ethical, legal and social contexts promote it and how society responds. Procedural and policy considerations in the investigation and enforcement of relevant statutes will also be covered, including the concept of legal privilege, the role of the grand jury and other pre-trial processes, evidentiary questions, litigation strategies, and potential sanctions and other punishments.

Minimum Credits: 3

JUS 325 - Law, Justice and Family

A full-fledged review of the justice system's response to the establishment and maintenance of family in the American culture. How the family is defined, its heritage of rights and protections and the differentiated roles of parent and child are central considerations. Further review includes a look at family dissolution, divorce, custody and support disputes and the ongoing problems of visitation. The emerging problems of spousal and child abuse will be keenly analyzed and how the legal systems provide protection from these abuses will be closely scrutinized.

Minimum Credits: 3

JUS 331 - Juvenile Justice System

This course covers the juvenile justice system, with special emphasis on the way it procedurally differs from adult offender adjudication. The parts of the juvenile justice system, hearings, due process standards and constitutional mandates are fully reviewed. Status offenders and other youth classifications are considered, together with a historical summary of juvenile court philosophy. New trends in the procedural disposition of juveniles especially transfer to adult jurisdiction, types of punishment, suitability of the death penalty are discussed.

Minimum Credits: 3

JUS 345 - Probation and Parole

This course examines the theory and practices of probation and parole with juvenile and adult offenders, including: release philosophy, bail and petition, hearings on grant, revocation or denial, alternative community based corrections and legal issues that emerge in award revocation or imposition of probation and parole.

Minimum Credits: 3

JUS 375 - Criminal Law

An introduction to substantive criminal law that reviews the social, philosophical, and legal foundations of criminal codification. In addition, the course covers the historical development of criminal law in the U.S. Other subject matters include parties to crimes including principals/accessories, criminal capacity, criminal elements, e.g. mens rea, actus rea, and the specific crimes against person, property, and public order. Lastly, the course captures criminal law from the defendant's perspective by reviewing the accuser's mental states, potential defenses and uses of mitigation.

Minimum Credits: 3

JUS 376 - Criminal Procedure

A procedural law course which includes a review of the law of arrests, search, and seizure, the making of bail, adjudication, pre- and post-trial activities and the nature of plea bargaining. Substantial emphasis is given the constitutional protections afforded through the Bill of Rights, particularly the 1st, 4th, 5th, 6th, 8th, and 14th. The course deals extensively with case law applications of these principles and the role of judge and jurist in the crafting of criminal process standards.

Minimum Credits: 3

JUS 394 - Problems in Policing

This course involves discussion and study of specific problems of law enforcement and policing in contemporary American society. It emphasizes the development, nature and function of law enforcement as it relates to public criminal justice rather than private sector justice. Topical coverage consists of ethics, corruption, deadly force, and civil liabilities and other dilemmas commonly faced in the modern police system.

Minimum Credits: 3

JUS 395 - The Death Penalty

An examination of death penalty policies in the American justice system from a legal, ethical and jurisprudential perspective. An analysis of case and statutory law, the principles of due process and appellate rights are included.

Minimum Credits: 3

JUS 400 - Foreign Study in Criminal Justice

A semester or summer based experience in a foreign nation, e.g. Ireland, Hungary, London, or Germany by enrolling in actual classes at a foreign host institution for purposes of credit. Class instruction relates to the study of law and justice and affords a comparative critique of foreign justice models. The experience consists of not only study, but also visitations to justice agencies, research, travel to historical and cultural locations and social activities. Credits awarded will vary according to course offerings, time and length of experience.

Minimum Credits: 3

Maximum Credits: 12

JUS 429 - Terrorism

Examines current terrorism, its origins and ideological bases, with particular attention to its relation to political institutions and the criminal justice process. Specific attention is given methods and means of the terrorist, motivations and modus operandi trends and predictability and law enforcement's multi-faceted reactions to its many devious forms. Legislative efforts to curb the scourge of terrorism are also highlighted.

Minimum Credits: 3

JUS 455 - Legal Traditions

This course encompasses a complete examination of the law, its origins, roots and underpinnings in a jurisprudential context. Coverage includes a focused examination of classical, medieval and contemporary legal thinkers. Problems of personal privacy, sexual freedom, procreative control, the imposition of penalties, and notions of good will be considered. Course participants will consider these questions: What is law? Is law related to religion and morality? What are the foundations of law in Western Culture? Can law, ethics and morality be differentiated? How can a legal system be just? Can law shape morality or does morality shape law? How does Western legal tradition resolve ethical questions such as abortion, suicide, euthanasia, and the death penalty? Is there a unified vision of law that consists of the good, of virtue and the idea of justice?

Minimum Credits: 3

JUS 465 - Police Organization and Management

The study of command-level problems and trends in police organizations and management. Principles of organization, control, planning and leadership relating to police agencies are freely assessed. Topics consist of personnel, budget, policy making, crime response tactics and measurements of some.

Minimum Credits: 3

JUS 466 - Homeland Security

The goal of this course is to provide students with a thorough understanding of the strategic, political, legal, and organizational challenges associated with the defense of the U.S. homeland, the efforts that are under way to meet these challenges, and possible policy options. The course starts by examining the range of potential threats to the U.S. homeland, focusing on

potential terrorist acts. The course then examines strategies and means for addressing these threats, including both military and non-military options. The course goes on to analyze organizational issues and impediments to effective policy coordination. Finally, the course addresses the implications of homeland security challenges and policies for constitutional rights, legal protections, and civil liberties.

Minimum Credits: 3

JUS 468 - Crimes Against Children

This is a course that examines criminal activity targeted against children. The course will focus on the physical and sexual abuse, neglect, kidnapping, and sexual exploitation of children. Students will explore methods of identifying victims, investigating offenders, and court presentation of criminal cases. Special attention is focused on the dynamics of the relationship between victims and offenders and how that is a factor in the investigation and prosecution of criminal acts.

Minimum Credits: 3

JUS 480 - Independent Study in Law and Justice

This course is independent in design, allowing students to act and engage in mature thought and academic review of topics of interest. The course requires a scholarly, yet practical completion of a large research project in conjunction with a faculty mentor. Projects must be approved in advance of registration and must be concerned with significant intellectual subject matter that involves the administration of Law and Justice.

Minimum Credits: 3

JUS 485 - Forensic Law

An interdisciplinary course covering law, criminal justice, science, and technological issues in the evidentiary arena. Coverage in the course provides a broad-based assessment of expert witnesses, microanalysis, pathological evidence, admissibility and investigatory practice, ballistics, fingerprints, vascar/radar, and photographic techniques. Contrasted with criminalistics, subject matter of this course is primarily evidentiary. More particularly, the course will delve into the rules of evidence, which guide the admissibility of forensic evidence in a court of law. Examination includes threshold tests for reliability and admissibility, qualification of witnesses competent to testify, scientific rigor required for admission and case law determinations on the use and abuse of scientific evidence.

Minimum Credits: 3

JUS 496 - Administrative Law

Course exposes participants to administrative law theory and the practical aspects of administrative law practice, both within and outside the administrative agency. Coverage equips the student with the necessary skills to understand, apply, and research relevant statutory and regulatory provisions at the federal and state level, to read, interpret and draft proposed rules and regulations, to become familiar with the process known as the administrative law hearing, the concept of administrative discretion and corresponding remedies. Preliminary drafts of documents, briefs, and opinions relative to the appellate stage of an administrative law proceeding will also be covered.

Minimum Credits: 3

JUS 497 - Law and Evidence

A comprehensive review of evidentiary principles, both common law and statutory, and how evidentiary standards affect and govern both civil and criminal process. Topical coverage includes: Real and physical evidence, demonstrative substitution, hearsay and first-hand evidence, witness scope and qualification, as well as privilege principles. Both federal and state rules will be interpreted. Students will be required to advocate cases utilizing these evidentiary principles in a mock court environment and to research an area of emerging evidence law.

Minimum Credits: 3

JUS 498 - Criminal Justice Internship

An on-site, experiential learning experience where students work at a variety of justice agencies for academic credit is the central aim of the internship program. Intern locations have included government agencies, police departments, prisons, federal and state law enforcement, private security firms, judicial clerkships, legal offices and legal research concerns. Interns must complete a self-evaluation, perform a series of exercises and assignments, author a log diary and paper outlining the internship experience, work 45 hours per internship credit, and present an acceptable recommendation from the internship supervisor upon completion of the experience. Attendance at internship seminars for the department is required. (Variable Credit).

Minimum Credits: 0

Maximum Credits: 12

JUS 600 - Police in the American Experience

A comprehensive examination of the role of police as gatekeepers in the justice system with particular attention given to their role, function and responsibilities inside the legal system commences the course analysis. How police and law enforcement carry out their duties in a free society will be the subject of debate and advocacy as will the perennial issues surrounding police behavior - police misconduct, police abuse of discretion and police alienation from communities. An equally important aspect of the course will relate to the legal issues that surround police practice on a day-to-day basis. Police search and seizure, confessions and witness cooperation, identification and investigative field practices, and the law of arrest and detention will be assessed from a professional, statutory and constitutional perspective. Attention will be given to the efficacy of judicially ordered remedies in the conduct of police and whether other methods of intervention may generate better results. A comprehensive view of litigation tactics and strategies in police misconduct cases from initial investigation to appeals, receive significant coverage.

Minimum Credits: 3

JUS 601 - Correctional Policy and Practice

Concepts related to correctional law and its applications are the central theme of the course. Aside from the usual review of correctional law issues, relating to prison modalities and regimen, discipline and due process, constitutional protections during incarceration, with special analysis of 8th and 14th Amendment claims, the course expends considerable time on the role of function of institutional processes and operations in the correctional sphere - allowing an even handed discussion of the rights and responsibilities of both the correctional officers and supervisory personnel and the inmates within their custody. Further treatment includes emerging questions in the prison environment including aids in the facility, free expression and political speech, the right to vote, family and conjugal visitation, matters involving parole and furlough as well as the theory of rehabilitation, both medical and mental in prison operations. Lastly, the course evaluates the diverse schools of thought in the matter of punishment including its legitimacy and its condemnation and addresses the more controversial questions in prison practice and therapeutic activity as punishment.

Minimum Credits: 3

JUS 602 - Courts and Judicial Process

This course is a study of select issues and problems concerning the judicial function and appellate process in the federal system. Initially, the course is devoted to a study of legal doctrine affecting the appellate process, including: jurisdictional issues of particular interest at the appellate level; final orders and interlocutory appeals; prudential considerations limiting appellate review; issues of federalism affecting relations between federal and state courts; waiver of appealable issues; the proper scope and standard of review (with emphasis on administrative agency appeals); and the remedial authority of the courts. The course ends with a focus on the judicial process from a more reflective and philosophical perspective, including: a critique of the judicial philosophies of some leading jurists; a consideration of the function of courts and judges in a democratic society; and preparation of a short paper dealing with some significant aspect of the judicial process.

Minimum Credits: 3

JUS 603 - Law, Ethics, and Justice System

An inquiry into the interplay of law, morality, ethical reasoning and Western Legal tradition. The course exposes the tradition and foundations of the American legal system with special emphasis on its jurisprudential foundations. Questions of right, justice, equity, law as moral command and order, natural law reasoning and the dignity of the human person are central to the instruction. The course delivers a critical look at how our legal and justice institutions have come about and provides a method for dealing and delving into perennial legal and moral problems that plague cultures. Overview of the major legal theories about the nature of law and its place in the political system. Among the issues considered is the origin of law, its relationship with divine law, obligations of obedience and disobedience, and the relationship between political sovereignty and law.

Minimum Credits: 3

JUS 604 - Legal and Justice Research

A review of the American legal system, including the courts and the legislatures, role and functions of its personnel, form and substance of law from a procedural and substantive perspective, and primary and secondary sources of the law. Students will be exposed to federalism, the function of law making, and dispute resolution in the judicial system. The course also surveys the processes of the judicial, legislative, and executive branches and the role of administrative agencies. Another facet of the course is dedicated to the mastery of legal method and the research tools essential to that success including: judicial reports, including federal and state court reports and citation forms; case finding aids, including federal, state, and Supreme Court digests and encyclopedias; citers such as Sheppard's Citations; digests; annotated law reports; legal periodicals, including periodical indexes and research procedure; the nature, function and characteristics of treatises; research procedures; state and federal administrative law; federal, state and local court rules; miscellaneous research aids and non-legal research aids. The student will also be exposed to the various types of law including crimes, civil actions, contract and business actions as well as other typologies of law. Course participants will have ample opportunity to hone and develop critical legal skills by argument, advocacy, interpretation, and preparation of legal documents.

Minimum Credits: 3

JUS 605 - Organized Crime

A graduate level examination of the dynamic referred to as 'organized crime' picking up where the undergraduate course ends. Specific crimes, like racketeering, extortion, bribery, official corruption, graft, drugs, prostitution and other illicit trafficking will be analyzed. Investigative techniques and prosecutorial strategies that relate to the identification and elimination of organized crime are a major component of the course content.

Minimum Credits: 3

JUS 606 - Planning/Tactics: Homeland and WMD

A graduate level examination to provide students with a thorough understanding of the strategic, political, legal, and organizational challenges associated with the defense of the U.S. homeland, the efforts that are under way to meet these challenges, and possible policy options. The course starts by examining the range of potential threats to the U.S. homeland, focusing on potential terrorist acts. The course then examines strategies and means for addressing these threats, including both military and non-military options. The course goes on to analyze, organizational issues and impediments to effective policy coordination. Finally, the course addresses the implications of homeland security challenges and policies for constitutional rights, legal protections, and civil liberties.

Minimum Credits: 3

JUS 607 - Terrorism and Strategic Response

The course will help 'bound the problem' of Homeland Security by examining how terrorism has spurred sharp changes in US strategy, policy and governmental design, and how those changes should continue over the near and longer term. Elements of Threat and Vulnerability Assessments will be thoroughly discussed as well as various procedures for assessments and the method of tailoring the assessment to the facility/area under study. Manners of protecting the facility/area in question will then be addressed as well as evacuation plans and emergency plans.

Minimum Credits: 3

JUS 608 - Employment Law

Course content includes the various business entities and the steps necessary for creation and operation, from initial and amended articles of incorporation, state filing requirements, stock certificates and securities, stock ledgers and books, resolutions, dividends and stock splits, employment agreements, as well as introducing other business forms from partnerships to limited liability corporations. In the employment sector, coverage will examine constitutional and statutory protection related to employee rights from benefits and pensions to discrimination remedies. Collective bargaining and other labor questions will be keenly assessed as well as emerging workplace questions involving maternity and family leave, wages and compensation, COBRA, free expression and religious rights and novel forms of disability claims.

Minimum Credits: 3

JUS 609 - Private Sector Justice

This course provides a focus on the legal and ethical dilemmas faced by security professionals. Students will examine the legal rights available to security officers, corporations, partnerships, and individually owned businesses for the protection of their property from theft by employees, customers and others. The law of arrest, search and seizure, detention, surveillance and legal consequences are some of the areas explored.

Minimum Credits: 3

JUS 620 - Emergency Management

This course is an introduction to the strides made by federal, state, and local governments to educate the public about natural disasters. It provides a scope of preparedness to prevent the inherent discontinuity of citizens' lives caused by major disasters. The course presents theories, principles, and approaches to emergency management. The philosophy of Comprehensive Emergency Management will be discussed with four attendant steps, which include mitigation, preparedness, response and recovery. The role, duties, and importance of the Emergency Manager will also be discussed.

Minimum Credits: 3

JUS 621 - Cont Issues/Homeland Security

This course is designed to involve the examination of current issues and concerns with the ever-shifting Homeland Security policy and its impact upon the practice in the field. Innovations and reactions from politicians, citizens, and practitioners will serve to offer students insight into the challenges of implementing and maintaining homeland security.

Minimum Credits: 3

JUS 699 - Practicum in Justice Studies

An independent opportunity for mature and scholarly graduate students to build on and further develop research, writing, and analytical thinking skills by authoring a serious work of scholarship. Student is required to use advanced research and writing skills in the resolution of a current substantive or procedural legal problem. Student works directly under guidance of a graduate faculty member and prepares, executes and submits for departmental review, the proposed course of study.

Minimum Credits: 3

JUS 700 - Justice Studies Thesis

Intensive production of a graduate level thesis under supervision of a Director and Committee and in accordance with departmental and university policy constitutes the Thesis course. Far more substantive than a research paper, the thesis may either be quantitative or qualitative in design, but in any case need address a pertinent issue of originality in the field of law and public policy. Thesis will be authored under standards promulgated by the Modern Language Association (MLA) or under the rules and guidelines published by the Uniform System of Citation of Harvard Law School. Student need consult with the Program Director for guidance and instruction on other requirements.

Minimum Credits: 3

Language (Arabic)

LAR 111 - Elementary Arabic and Culture I

This beginning-level course introduces students to the speaking, listening, reading, and writing skills necessary for basic communication in Modern Standard Arabic (MSA), the standard language of the Arab world. Designed for students with no previous course work in Arabic, this course focuses on learning the alphabet, building vocabulary and sentence patterns in communicative contexts, and pronunciation. Students will also be introduced to simple survival skills. Reading and writing will be introduced and acquired through different activities in conjunction with speaking and listening skills. Finally, awareness of the cultures, behaviors, and traditions of the Arabic-speaking world will also be emphasized. Global marker.

Minimum Credits: 3

LAR 112 - Elementary Arabic and Culture II

This course is a continuation of LAR-111. Global marker.

Prerequisite(s): LAR 111

Minimum Credits: 3

LAR 211 - Intermediate Arabic Language and Culture

This course is an upper-intermediate language and culture course designed for students who have fulfilled the requirements for LAR 112 and/or those who demonstrate an equivalent competence in Modern Standard Arabic. Students successfully finishing this course receive three credits. This course will be conducted approximately 80 to 90% of the time in Arabic. It is designed to improve all your language skills in Arabic, with a special emphasis on the development of reading and listening comprehension as well as speaking skills. Additional attention will be paid to improving students' writing skills. You will be exposed to cultural, historical, and contemporary aspects of the Arabic-speaking world through literary, journalistic, and textbook reading passages, music, videos, advertising, etc. You will practice summarization, description, narration, restatement, and expressing personal feelings and opinions through a variety of writing and speaking tasks.

Prerequisite(s): LAR 112

Minimum Credits: 3

Language (French)

LFR 111 - Beginning French I

Designed for students with no previous knowledge of French; acquisition of first- semester, first-year proficiency in speaking, understanding, reading and writing French with use of appropriate cultural and social contexts. Offered every fall.

Minimum Credits: 3

LFR 112 - Beginning French II

Continuation of LFR 111. Offered every spring.

Prerequisite(s): LFR 111

Minimum Credits: 3

LFR 211 - Intermediate French I

Emphasis on oral communication and development of reading and writing skills. Samples of French literature read and contemporary social issues discussed in French. Offered every fall.

Prerequisite(s): LFR 112

Minimum Credits: 3

LFR 212 - Intermediate French II

Continuation of LFR 211. Offered every spring.

Prerequisite(s): LFR 211

Minimum Credits: 3

LFR 311 - French Civilization and Culture

This course develops further a student's fluency in the French language and knowledge of French civilization and culture.

Mainly taught in French, the course covers the rich heritage of France from literature to cooking and fashion. Although open to any student with sufficient French, would especially be for qualified history and English majors.

Minimum Credits: 3

Language (Mandarin)

LMN 111 - Elementary Mandarin Language/Culture I

This beginning-level course introduces students to the speaking, listening, reading, and writing skills necessary for basic communication in Mandarin. Designed for students with no previous course work in Mandarin, this course focuses on reading and writing with the pinyin (phonetic) system; learning and practicing the radical simplified characters and related compounds; building vocabulary and practicing basic sentence patterns in communicative contexts; and pronunciation. Students will be expected to achieve approximately the mid-novice level based on guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL). Finally, awareness of the cultures, behaviors, and traditions of the Chinese-speaking world will also be emphasized. Global marker.

Minimum Credits: 3

LMN 112 - Elementary Mandarin Language/Culture II

This course is a continuation of LMN 111. Global marker.

Prerequisite(s): LMN 111

Minimum Credits: 3

LMN 211 - Intermediate Mandarin Language and Culture

A yearlong commitment, two classes per week. In this course, you will improve your Chinese skills in the areas of listening, speaking, reading, writing, and will make significant gains in the acquisition of vocabulary and grammar.

Prerequisite(s): LMN 112 or by the permission of the instructor

Minimum Credits: 3

Language (Sign Language)

LAS 111 - Elementary American Sign Language I

This course provides an introduction to the vocabulary, finger spelling, grammatical processes, phonology, syntax and semantics of American Sign Language. Designed to prepare a student with little or no prior experience or knowledge of ASL with basic conversational skills and to discover the various aspects of deafness, the course emphasizes the application of principles of sign language; the psychosocial aspects of deafness; recognition of the deaf person as bilingual; and the grammatical processes that modulate the meaning of sign in discourse. Audiological, educational, social, cultural, and historical

aspects of deafness will also be presented.

Minimum Credits: 3

LAS 112 - Elementary American Sign Language II

This course is a continuation of Elementary American Sign Language I.

Prerequisite(s): LAS 111

Minimum Credits: 3

LAS 211 - Intermediate American Sign Language I

This course is designed to apply ASL grammar previously learned in LAS 111-12 and to further develop language competency. Emphasis will be placed on students' conceptual understanding of the grammatical structure of ASL and the application of these concepts in language skill development and use. This course also aims at refining and strengthening the skills acquired in LAS 111-12. Receptive exposure is included in order to assist students in understanding the nuances of the language.

Prerequisite(s): LAS 112

Minimum Credits: 3

LAS 212 - Intermediate American Sign Language II

This course is a continuation of LAS 211 (and of LAS 111-12), where students build up their expertise in the visual/gestural language used by Deaf people. Emphasis is placed on understanding of basic grammatical rules, vocabulary, manual alphabet/numbers, visual/gestural communication and information related to Deaf Culture. All lectures, laboratory activities, and outside assignments are intended to develop competency in receptive and expressive use of ASL. The class will be taught primarily in ASL; students will be expected to converse in this language competently.

Prerequisite(s): LAS 211

Minimum Credits: 3

Language (Spanish)

LSP 111 - Beginning Spanish I

Designed for students with no previous knowledge of Spanish; acquisition of first-semester, first-year proficiency in speaking, understanding, reading and writing Spanish with use of appropriate cultural and social contexts. Offered every fall.

Minimum Credits: 3

LSP 112 - Beginning Spanish II

Prerequisite(s): LSP 111

Minimum Credits: 3

LSP 124 - Culinary Spanish

Students learn to converse in elementary Spanish spoken by Spanish-speaking co-workers in the culinary arts field. Course focuses on practicing speaking and vocabulary in conversational situations about menu items, culinary tools and techniques. Spanish and Latin American dishes, condiments and dining customs are presented as part of the cultural background. Offered once a year.

Minimum Credits: 1.5

LSP 211 - Intermediate Spanish I

Emphasis on oral communication and development of reading and writing skills. Samples of Hispanic literatures read and contemporary social issues discussed in Spanish. Offered every fall.

Prerequisite(s): LSP 112

Minimum Credits: 3

LSP 212 - Intermediate Spanish II

Continuation of LSP 211. Offered every spring.

Prerequisite(s): LSP 211

Minimum Credits: 3

LSP 311 - Hispanic Cultures

In this course students will explore the cultural, social, political, and artistic phenomena that have created the civilization and culture of the Spanish-speaking people, the fourth largest cultural group in the world. Major influences in the development of Hispanic cultures are highlighted. An emphasis is given to contemporary culture. Conducted in Spanish; readings in Spanish and English. Offered as needed.

Prerequisite(s): LSP 112

Minimum Credits: 3

Language Studies

GLS 470 - Writing the Research Paper

This course provides the skills necessary to produce a secondary research paper at the graduate level. Preceded by a review of essay writing employing the writing process approach, step-by-step instruction is provided in electronic database searching, reading strategies, note taking, paraphrasing, summarizing, synthesizing and documenting sources using APA style. Course assignments allow students to experience the research process from narrowing the research focus and preparing a working bibliography, to developing a thesis statement and outline, writing and revising drafts, and editing the final copy.

Minimum Credits: 3

GLS 471 - Mastering English Grammar

This course focuses on correct usage of complex sentence structures and advanced grammatical forms as required to produce a graduate level paper. Topics addressed include combining ideas using subordination, identifying and correcting common sentence problems, and mastering verb tenses and verb forms. Samples of students' own writing are used to practice proofreading and editing skills. In addition, independent learning strategies such as using resources, self-editing and peer collaboration are practiced.

Minimum Credits: 3

GLS 472 - Team Work/Oral Presentation

In this course, instruction and practice focus on working effectively in teams to analyze cases, and plan and deliver presentations using PowerPoint. Employing topics that include career development, international negotiation, and environmental issues, strategies are introduced to facilitate oral communication in both group discussions and oral presentations. Self-assessment and group dynamics evaluation are practiced as strategies contributing to effective team work.

Minimum Credits: 3

GLS 570 - Graduate Research Strategies

This course provides the skills necessary to produce a secondary research paper at the graduate level. Preceded by a review of essay writing employing the writing process approach, step-by-step instruction is provided in electronic database searching, reading strategies, note taking, paraphrasing, summarizing, synthesizing and documenting sources using APA style. Course

assignments allow students to experience the research process from narrowing the research focus and preparing a working bibliography, to developing a thesis statement and outline, writing and revising drafts, and editing the final copy. This course is currently open to MBA students only.

Minimum Credits: 3

GLS 572 - Effective Management Communications

In this course, students will demonstrate a broad range of communication skills through various forms of media in the business world. Students will participate and practice in working and communicating effectively in teams to analyze case studies, prepare various written forms, prepare for oral presentations, and develop interpersonal communication skills through dialogue. This course will help students plan for all steps that lead to an effective professional presentation but will not include presentation delivery. Topics include career development, international negotiations and environmental issues. Strategies are introduced to facilitate effective communication in group and individual discussions along with oral presentations. Self-assessment and group dynamics evaluations are practiced as strategies contributing to effective teamwork. This course is currently open to MBA students only.

Minimum Credits: 3

Life Strategies Seminar

LSS 100 - Learning Strategies Seminar

LSS 100 is designed to assist students with learning skills that are essential for academic success in college. Students will be taught a variety of learning skills and strategies that will enable them to experience success in college classes and beyond. By applying principles taught throughout the semester, students will become independent learners and will maximize their educational experience at SNHU.

Minimum Credits: 3

Literature

LIT 100 - Introduction to Literature

This course introduces students to the study and appreciation of literature. It explores the literary genres of short story, poetry, drama and novel. There is an option for nonfiction prose as well. The course covers an introduction to literary terminology and an introduction to critical analysis of literature. The emphasis in this course is on contemporary literature. This course is writing intensive. Not available every semester.

Minimum Credits: 3

LIT 201 - World Lit I: Foundations of Culture

This course explores both early European (classical and medieval) cultures as well as the great non-European cultures of Asia, Africa and the Americas. The material covered will vary, but readings will focus on a major theme such as the hero, the role of women, ethical values, views of nature or focus on an important common genre, such as epic or lyric poetry. Not available every semester. Global marker.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

LIT 202 - World Lit II: Renaissance to Modern

This course introduces students to major works of world literature in translation, excluding the American and British traditions, from the late 1600s to the present. It includes African, Asian, European, Latin American and Middle Eastern literature, with an emphasis on the European. Students will read authors such as Pirandello, Chekhov, Tolstoy, Flaubert, Mahfouz, and Kafka.

Global marker.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

LIT 219 - British Literature I

This course is designed to introduce students to British literature from its beginnings through the eighteenth century. Students will read and discuss works by major authors, considering such aspects as the work's genre, context, and style.

Prerequisite(s): ENG 10 and ENG 120 or ENG 121H or ENG 200

Minimum Credits: 3

LIT 220 - British Literature II

This course is designed to introduce students to British literature from the Romantic through the Modernist periods. Students will read and discuss works by major authors, considering such aspects of the work's genre, context, and style.

Prerequisite(s): ENG 10, ENG 120, ENG 121H or ENG 200

Minimum Credits: 3

LIT 221 - American Literature I

This course is a survey of American literature from its beginnings to 1865. The course will provide students with an introduction to the early history of American literature, examining a broad range of literary genres and considering the complex cultural and social context in which these important literary texts were written. Authors may include John Winthrop, Benjamin Franklin, Nathaniel Hawthorne, Edgar Allan Poe, Ralph Waldo Emerson, Henry David Thoreau, Harriet Ann Jacobs, Frederick Douglass, Walt Whitman, and Emily Dickinson.

Prerequisite(s): ENG 10, ENG 120, ENG 121H or ENG 200

Minimum Credits: 3

LIT 222 - American Literature II

This course is a survey of American literature from 1865 to the present. The course will provide students with an introduction to the history of American literature since the Civil War, examining a broad range of literary genres and considering the complex cultural and social context in which these important literary texts were written. Authors may include Mark Twain, Henry James, Jack London, Gertrude Stein, Virginia Woolf, Robert Frost, T.S. Eliot, Eugene O'Neill, Langston Hughes, F. Scott Fitzgerald, Allen Ginsberg, and Toni Morrison.

Prerequisite(s): ENG 10, ENG 120, ENG 121H or ENG 200

Minimum Credits: 3

LIT 229 - World Mythology

This course introduces students to the study of mythology. We will read and discuss myths from both western and non-western cultures. Students will also choose one culture's myth to concentrate on for a final project.

Prerequisite(s): ENG 10, ENG 120, ENG 121H or ENG 200

Minimum Credits: 3

LIT 231 - Nature Writers

This course introduces students to the prose and poetry of major British and American writers and naturalists since the 18th century who observe nature vividly and write about humanity's relationship with the natural environment.

Prerequisite(s): ENG 10, ENG 120, ENG 121H or ENG 200

Minimum Credits: 3

LIT 233 - Banned Books

This course examines the issue of censorship through the particular example of banned books. Students will analyze debates for and against censorship, and will study banned books alongside other media that either critiques, embraces, or reflects paranoia about censorship. In addition to scholarly articles and historical documents, readings may include literary works such as J. K. Rowling's *Harry Potter and the Sorcerer's Stone*, Ray Bradbury's *Fahrenheit 451*, Vladimir Nabokov's *Lolita*, Azar Nafisi's *Reading Lolita in Tehran*, and Salman Rushdie's *The Satanic Verses*.

Prerequisite(s): ENG 120

Minimum Credits: 3

LIT 300 - Literary Theory

This course is an introduction to the major schools of contemporary critical theory, and an examination of principal exponents of these theories. The student will become familiar with the most important features of psychoanalytic criticism, Marxism and feminism and examine the meaning of structuralism and post-structuralism. In addition, the course affords an opportunity to practice applying the theories to specific literary texts. Not available every semester.

Prerequisite(s): ENG 120 or ENG 120H and junior standing or instructor permission

Minimum Credits: 3

LIT 306 - Medieval Literature

This course will focus on literature written in England during the Old and Middle English period (approximately 500-1485 CE). We will spend about half the course on Old English literature and half on Middle English literature.

Prerequisite(s): ENG 10, ENG 120, ENG 120H or ENG 200

Minimum Credits: 3

LIT 307 - Renaissance and Restoration Literature

This course surveys British Literature from the 16th and 17th centuries, a period renowned for the variety and originality of its writers, which left a lasting mark on subsequent English literature. Students will be introduced to central ideas and writers of the English Reformation, English Revolution, and the Restoration of the monarchy. Renaissance authors studied may include More, Marlowe, Elizabeth I, Jonson, Donne, and Webster, along with Shakespeare and Spenser. Writers of the Revolution and Restoration may include Herrick, Marvell, Milton, Dryden, Behn, and Wycherly. Students will encounter Renaissance and Restoration drama, epic poetry, the sonnet, along with early experiments in prose fiction.

Prerequisite(s): ENG 10, ENG 120, ENG 121H or ENG 200

Minimum Credits: 3

LIT 308 - 18th Century British Literature

This course surveys the literature of the "long 18th century," from the Restoration to the beginning of Romanticism, and studies developments in English literature such as the novel, the essay, satire, journalism, and popular theater. Authors studied may include Congreve, Defoe, Swift, Pope, Johnson, Fielding, Smollett, and Austen. This course may also cover developments in the visual arts. Themes of the course will vary, but may include civil liberty, sexuality and gender, colonialism, city and country and the enlightenment movement.

Prerequisite(s): ENG 10, ENG 120, ENG 121H or ENG 200

Minimum Credits: 3

LIT 309 - Romantic Literature

The Romantic Era in Britain, while short, was an intense and influential literary period. In this course we will read poetry, fiction, and nonfiction responding to and shaping events such as the French Revolution and its aftermath, the British abolition of slavery, and industrialization. We will read author such as Wordsworth, Keats, Austen, Blake, Wollstonecraft, Shelley, and Byron.

Prerequisite(s): ENG 10, ENG 120, ENG 121H or ENG 200

Minimum Credits: 3

LIT 310 - Victorian Literature

Nineteenth-century Britain experienced tremendous change in politics, economics, philosophy, art and literature. It was a century of industrialization, empire-building, new discoveries and social revolution. This course studies representative selections from the major poets and prose writers and explores the social, political and intellectual changes reflected in the literature of the Victorian period. Authors may include Tennyson, Browning, Barrett Browning, Dickens, Charlotte Bronte, and Wilde.

Prerequisite(s): ENG 10, ENG 120, ENG 121H or ENG 200

Minimum Credits: 3

LIT 311 - Modern British Literature

This course will explore the modernist movement in 20th century British fiction through the works of three of its most prominent practitioners — James Joyce, D.H. Lawrence, and Virginia Woolf — as well as selected works by other writers. The course will examine the birth of the modern aesthetic in literature not only as a response to the alienation and despair resulting from World War I but also as a reaction to the enormous impact made by the ideas of such thinkers as Darwin, Freud, Marx and Nietzsche. Various modernist writing techniques, including stream-of-consciousness, episodic narrative and radical experimentation with punctuation, will also be studied.

Prerequisite(s): ENG 10, ENG 120, ENG 121H or ENG 200

Minimum Credits: 3

LIT 312 - Early American Literature

While the authors and texts studied in this course may vary, the readings will cover the historical period from 1620- with the settlement of Plymouth Plantation- through the Constitutional Convention of 1787 and the early days of the new Republic. Although there may be some attention to the literature of early discovery, the emphasis will be on literary texts of major historical interest and on authors who pursued the American Dream of economic, religious, political, and artistic freedom.

Prerequisite(s): ENG 10, ENG 120, ENG 121H or ENG 200

Minimum Credits: 3

LIT 313 - The American Renaissance

While the authors and texts studied in this course may vary, this course examines literature from the early 1800s to 1965, the conclusion of the Civil War. During this period, American literature developed a home-grown Romanticism influenced by European intellectual and aesthetic movements, as well as a new cultural sensibility of its own. Authors may include Irving, Poe, Hawthorne, Emerson, Thoreau, Melville, Douglass, Dickinson, and the latter-day transcendentalism of Whitman.

Prerequisite(s): ENG 10, ENG 120, ENG 121H or ENG 200

Minimum Credits: 3

LIT 314 - American Realism and Naturalism

While the authors and texts studied in this course may vary, this course will focus on the American literature between 1865-1914, with the progression of literary culture from Romanticism to Realism and Naturalism and towards Modernism. Students will read literature by authors who were responding to radical shifts in America after the Civil War, including Reconstruction, the rise of industrialism, and the new theories of evolution. Authors may include Twain, James, Chesnutt, London Dreiser,

Wharton, Cather, and Anderson, as well as poets of the early twentieth century.

Prerequisite(s): ENG 10, ENG 120, ENG 121H or ENG 200

Minimum Credits: 3

LIT 315 - 20th Century American Literature

The course will explore literature by major American writers, from the early 20th century to the present. Students will read fiction, non-fiction, poetry, and plays about the major literary, cultural, and political events during the 20th century, including the wars, the Beat and counterculture movements, the Civil Rights and women's movements, and post 9/11 cultural shifts. We will proceed chronologically, beginning with poetry about World War I and ending with post-modern literature about contemporary issues such as race, religion, technology, and war.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

LIT 317 - European Literature

This course will trace the development of European literature. We will discuss aspects such as genre, narrative technique, time, characterization, as well as the cultural and political implications of its development on the European consciousness. This course will pay particular attention to close contextual and thematic readings of several representative works of European literature. Readings may include authors such as: Balzac, Pirandello, Flaubert, Tolstoy, Mann, Gide, Proust, Kafka, Nabokov, Hess, and Camus.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

LIT 318 - World Literature

This course explores both early European (classical and medieval) culture as well as the great non-European cultures of Asia, Africa, and the Americas. The material covered will vary, but readings will focus on a major theme such as the hero, the role of women, ethical values, views of nature or focus on an important common genre, such as epic or lyric poetry.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

LIT 319 - Shakespeare

Students in LIT 319 study selected Shakespearian comedies, tragedies and chronicle plays. The course also provides the students with a general overview of the Elizabethan era and the world in which Shakespeare lived and worked. Not available every semester.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

LIT 320 - Hemingway's Paris Years

This course will focus on Hemingway's path as a budding modernist in Paris, as well as his role as a witness to major political and historical events in the first half of the 20th century such as WWII and the D-Day invasion. The focus will be on Hemingway's expatriate experience and the development of his literary style and reputation.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

LIT 322 - Popular and Contemporary Fiction

This course will analyze today's popular and contemporary fiction. What makes a book a "best seller?" What makes literature sell in the millions of copies? Writers who strike it rich generally write books that are fast paced and easy to read, following a set of conventions that readers recognize, and touch a nerve within their society. Writers who win the hearts of the literati and schoolmarm generally try to touch that nerve also, but they do so with language and plots that are inventive, artistic, and

memorable. With a focus on current and past best sellers, this course will introduce you to a variety of literary sub-genres (true crime, memoir, road novel, extreme adventure, western, roots quest). The books we will read often return to themes of individualism, race, and violence in American culture- prominent elements in our psyches, popular culture, and pulp fiction- though we will certainly discuss other themes as well.

Prerequisite(s): ENG 120 or ENG 121H

Minimum Credits: 3

LIT 323 - Studies in Drama

This course will focus on drama as a literary genre, examining the origins of the genre, its literary conventions and its current productions. In reading plays that may range from the Greeks to contemporary Broadway, students will not only see the changing dynamics of the genres form, but also experience the important role the genre has played in American, British, European, and global society and culture.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

LIT 325 - Studies in the Novel

This course will focus on the novel as a literary genre tracing its intricate conventions, its historical origins, and its current manifestations. In reading novels from the 18th through 21st centuries, students will learn not only the complex dynamics of the genre's form but also the critical influence the novel has had on society, cultural and politics over the centuries.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

LIT 327 - Studies in Poetry

This course will focus on poetry as a literary genre. Students will learn how to interpret and evaluate poetry, exploring the elements of poetic form as well as influence poetic responses to critical moments in history. Thus, we will read landmark works by major poets, learn about major movements and schools within poetry, and look at poetry written in response to historical events. Students will also read a volume of poetry by a poet of their choice, and present information on that poet's style, theme, and role within the field of poetry.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

LIT 328 - Multi-Ethnic Literature: Describing the Hyphen

Since the beginnings of American literature, writers have been concerned with defining and creating American identity through their art. Since the 1960s, during and after the Civil Rights movement, numerous writers have defined their American identity in relation to specific ethnic identities, writing works that explore how dual or multiple cultural identities coexist within themselves and within American culture, sorting through the stories they've heard and created about who they are. In this course, we will read fiction, poetry, and essays by twentieth-century American authors who identify with African American, Native American, Asian American, Jewish, Latino and Chicano heritages. In addition to race and ethnicity, we will discuss how class, native language, religion, gender, sexuality, and history figure into these writers' images of an American self and community.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

LIT 330 - Gender and Text

This course examines gender in and through literary texts, and considers the ways in which categories of sexuality, sex, race, class, ethnicity, nationality, religion, and other factors influence writers' depictions of gender. The course analyzes historical conditions relevant to gender studies, and may address social and theoretical topics such as women's suffrage, feminisms, third-world feminism, the LGBTQ community, and queer theory. The course explores these topics through the lens of literature and asks: how is gender represented in literary texts? how do literary texts not only replicate but sometimes contest or imagine

new realities for gendered subjects? what does it mean to write as a gendered subject? Readings may include works by authors such as Mary Wollstonecraft, Oscar Wilde, Virginia Woolf, Audre Lorde, Gloria Anzaldúa, and Michael Cunningham.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

LIT 335 - Major Author Studies

In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

LIT 345 - Postcolonial Encounters

Postcolonial Encounters focuses on the interdisciplinary aspects of literatures that have been historically silenced by the mechanisms of colonial powers. This course will attempt to retrieve from the margins those voices that Gayatri Spivak (following Antonio Gramsci) has called "subaltern." As such, our task will be to theorize the notions of power and powerlessness, margin and periphery, first and third world, nationality, race, identity, and globalization via the close readings of various postcolonial texts. Global marker.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

LIT 350 - The Black Literary Tradition

This course offers an overview of African-American literature, with glimpses into African and Caribbean literature. Beginning around 1845 with Frederick Douglass' Narrative, students will read from various literary genres, including slave narratives, poetry, short stories, fiction and plays that illuminate both the history of African America and changing ideas of race. Students will conduct ongoing independent research, which they will present to the class, on the major literary and historical periods we cover, including the Harlem Renaissance in the 1920s and early 1930s, the civil rights movement(s), the Black Arts movement of the 1960s and early 1970s and the decades following. Reading works by Booker T. Washington, W.E.B. DuBois, Zora Neale Hurston, Ralph Ellison, Gwendolyn Brooks, Chinua Achebe, Toni Morrison and Ishmael Reed, among others, will enable us to analyze how sexuality, gender, class and nationality influence various writers' definitions of race and ethnicity. Offered as needed.

Prerequisite(s): ENG 120 or ENG 120H

Minimum Credits: 3

LIT 450 - Seminar in American Literature

This course uses a thematic approach to explore works by American writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format. Not available every semester. Writing intensive course.

Prerequisite(s): ENG 200 and one literature course or permission of instructor

Minimum Credits: 3

LIT 451 - Seminar in British Literature

This course uses a thematic approach to explore works of British writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format. Not available every semester.

Prerequisite(s): ENG 200 and one literature course or permission of instructor

Minimum Credits: 3

LIT 452 - Seminar in Global Literature

This course uses a thematic approach to explore works from any of the major literary traditions outside the British and American. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format. Not available every semester. Global marker.

Prerequisite(s): ENG 200 and one literature course or permission of instructor

Minimum Credits: 3

LIT 480 - Independent Study

This course allows the student to investigate any Literature subject not incorporated into the curriculum. Offered every semester.

Minimum Credits: 3

LIT 485 - Senior Thesis in Literature

This course is an option for seniors of exceptional ability who are majoring in English language and literature and who wish to have a graduate-level research and writing experience in some chosen area of American, British or world literature. Students must petition to take the course. The following requirements are for undergraduate day campus students. Students who receive permission from the area coordinator/department chair and their academic advisors must proceed to formulate a written thesis proposal and assemble a three-person academic support committee, equipped with relevant expertise, no later than March 30th of the junior year. The proposal will then be submitted for approval to the individual's advisory committee. Assuming the project is universally approved, the student will meet with one or more members of the committee on a biweekly basis to review progress on research and written work. The final result will be a scholarly essay of 40 to 60 pages, to be presented as an academic paper in a public forum at least three weeks before graduation. Offered on an ongoing basis, as this is a yearlong course option. The following requirements are for undergraduate COCE students: Students who receive permission from their academic advisors must proceed to formulate a written thesis proposal to be submitted for approval to the selected instructor. If the project is approved, the student will collaborate with the instructor in the online course to review progress on research and written work. The final result will be a scholarly essay of 40 to 60 pages, to be presented to the instructor as a cohesive and polished academic paper with a supplemental essay that outlines plans to present/publish the paper after the course is complete. Offered on an ongoing basis, as this is, at a minimum, a two-term research and writing project.

Minimum Credits: 3

LIT 500 - Graduate Studies in Literary Theory

This course is an introduction to the major schools of contemporary literary theory, and an examination of principal exponents of these theories. The student will become familiar with the most important features of psychoanalytic criticism, Marxism and feminism and examine the meaning of structuralism and post-structuralism. In addition, the course affords an opportunity to practice applying the theories to specific literary texts.

Minimum Credits: 3

LIT 502 - Topics in American Literature

This course traces the development of American literature from the nation's founding to the late Twentieth Century. Readings may include classics by Bradford, Bradstreet, Wheatly, Crevecoeur, Emerson, Thoreau, Dickinson, Hawthorne, Whitman, Melville, Douglass, James, Crane, Chopin, Gilman, Fitzgerald, Faulkner, Hurston, O'Connor, Pynchon, Major, Morrison, Cisneros, and Alexie among others. Different authors are highlighted in each term, and all readings are situated within specific historical, cultural, philosophical, political, and literary contexts.

Minimum Credits: 3

LIT 503 - Topics in British Literature

This course examines major prose and poetry of English writers from the Anglo-Saxon period to the late Twentieth Century. Readings may include classics by Chaucer, Spenser, Milton, Shakespeare, Wollstonecraft, Wordsworth, Keats, Shelley,

Tennyson, Eliot, Bronte, Browning, Hardy, Woolf, Barnes, Barry, and Mieville among others. Different authors are highlighted in each term, and all readings are situated within specific historical, cultural, philosophical, political, and literary contexts.

Minimum Credits: 3

LIT 506 - Graduate Studies in Medieval Literature

This course will focus on literature written in England during the Old and Middle English period (approximately 500-1485 CE).

We will spend about half the course on Old English literature and half on Middle English literature.

Minimum Credits: 3

LIT 507 - Graduate Studies in Renaissance and Restoration Literature

This course surveys British Literature from the 16th and 17th centuries, a period renowned for the variety and originality of its writers, which left a lasting mark on subsequent English literature. Students will be introduced to central ideas and writers of the English Reformation, English Revolution, and the Restoration of the monarchy. Renaissance authors studied may include More, Marlowe, Elizabeth I, Jonson, Donne, and Webster, along with Shakespeare and Spenser. Writers of the Revolution and Restoration may include Herrick, Marvell, Milton, Dryden, Behn, and Wycherley. Students will encounter Renaissance and Restoration drama, epic poetry, the sonnet, along with early experiments in prose fiction.

Minimum Credits: 3

LIT 508 - Graduate Studies in 18th Century British Literature

This course surveys the literature of the 'long 18th century,' from the Restoration to the beginning of Romanticism, and studies developments in English literature such as the novel, the essay, satire, journalism, and popular theatre. Authors studied may include Congreve, Defoe, Swift, Pope, Johnson, Fielding, Smollett, and Austen. This course may also cover developments in the visual arts. Themes of the course will vary, but may include civil liberty, sexuality and gender, colonialism, city and country, and the enlightenment movement.

Minimum Credits: 3

LIT 509 - Graduate Studies in Romantic Literature

The Romantic Era in Britain, while short, was an intense and influential literary period. In this course we will read poetry, fiction, and nonfiction responding to shaping events such as the French Revolution and its aftermath, the British abolition of slavery, and industrialization. We will read authors such as Wordsworth, Keats, Austen, Blake, Wollstonecraft, Shelley, and Byron.

Minimum Credits: 3

LIT 510 - Graduate Studies in Victorian Literature

Nineteenth-century Britain experienced tremendous change in politics, economics, philosophy, art and literature. It was a century of industrialization, empire-building, new discoveries, and social revolution. This course studies representative selections from major poets and prose writers, and explores the social, political, and intellectual changes reflected in the literature of the Victorian period. Authors may include Alfred, Lord Tennyson, Browning, Barrett Browning, Dickens, Charlotte Bronte, and Wilde.

Minimum Credits: 3

LIT 511 - Graduate Studies in Modern British Literature

This course will explore the modernist movement in 20th century British fiction through the works of three of its most prominent practitioners James Joyce, D.H. Lawrence, and Virginia Woolf, as well as selected works by other writers. The course will examine the birth of the modern aesthetic in literature not only as a response to the alienation and despair resulting from World War I but also as a reaction to the enormous impact made by the ideas of such thinkers as Darwin, Freud, Marx and Nietzsche. Various modernist writing techniques, including stream-of-consciousness, episodic narrative and radical experimentation with punctuation, will also be studied.

Minimum Credits: 3

LIT 512 - Graduate Studies in Early American Literature

While the authors and texts studied in the course may vary, the readings will cover the historical period from 1620, with the settlement of Plymouth Plantation, through the Constitutional Convention of 1787 and the early days of the new Republic. Although there may be some attention to the literature of early discovery, the emphasis will be on literary texts of major historical interest and on authors who pursued the American Dream of economic, religious, political and artistic freedom.
Minimum Credits: 3

LIT 513 - Graduate Studies in the American Renaissance

While the authors and texts studied in the course may vary, this course examines literature from the early 1800s to 1865, the conclusion of the Civil War. During this period, American literature developed a home-grown Romanticism influenced by European intellectual and aesthetic movements, as well as a new cultural sensibility of its own. Authors may include Irving, Poe, Hawthorne, Emerson, Thoreau, Melville, Douglass, Dickinson, and the latter-day transcendentalism of Whitman.
Minimum Credits: 3

LIT 514 - Graduate Studies in American Realism and Naturalism

While the authors and texts studied in this course may vary, this course will focus on the American literature between 1865-1914, with the progression of literary culture from Romanticism to Realism and Naturalism towards Modernism. Students will read literature by authors who were responding to radical shifts in America after the Civil War, including Reconstruction, the rise of industrialism, and the new theories of evolution. Authors may include Twain, James, Chesnutt, London, Dreiser, Wharton, Cather, and Anderson, as well as poets of the early twentieth century.
Minimum Credits: 3

LIT 515 - Graduate Studies in 20th Century American Literature

This course will explore literature by major American writers, from the early 20th century to the present. Students will read fiction, non-fiction, poetry, and plays about the major literary, cultural, and political events during the 20th century, including the wars, the Beat and counterculture movements, the Civil Rights and women's movements, and post 9/11 cultural shifts. We will proceed chronologically, beginning with poetry about World War I and ending with post-modern literature about contemporary issues such as race, religion, technology, and war.
Minimum Credits: 3

LIT 517 - Graduate Studies in European Literature

This course will trace the development of European literature. We will discuss aspects such as genre narrative technique, time, characterization, as well as the cultural and political implications of its development on the European consciousness. This course will pay particular attention to close contextual and thematic readings of several representative works of European literature. Readings may include authors such as: Balzac, Pirandello, Flaubert, Tolstoy, Mann, Gide, Proust, Kafka, Nabokov, Hess, and Camus.
Minimum Credits: 3

LIT 518 - Graduate Studies in World Literature

This course explores both early European (classical and medieval) culture as well as the great non-European cultures of Asia, Africa, and the Americas. The material covered will vary, but readings will focus on a major theme such as the hero, the role of women, ethical values, views of nature or focus on an important common genre, such as epic or lyric poetry.
Minimum Credits: 3

LIT 519 - Graduate Studies in Shakespeare

Students will study selected Shakespearian comedies, tragedies and chronicle plays. The course also provides the students with a general overview of the Elizabethan era and the world in which Shakespeare lived and worked.
Minimum Credits: 3

LIT 522 - Graduate Studies in Popular and Contemporary Literature

This course will analyze today's popular and contemporary fiction. What makes a book a 'best seller'? What makes literature sell in the millions of copies? Writers who strike it rich generally write books that are fast paced and easy to read, following a set of conventions that readers recognize, and touch a nerve within their society. Writers who win the hearts of the literati and schoolmarm generally try to touch that nerve also, both they do so with language and plots that are inventive, artistic, and memorable. With a focus on current and past best sellers, this course will introduce you to a variety of literary subgenres (true crime, memoir, road novel, extreme adventure, western, roots quest). The books we will read often return to themes of individualism, race, and violence in American culture - prominent elements in our psyches, popular culture, and pulp fiction- though we will certainly discuss other themes as well.

Minimum Credits: 3

LIT 523 - Graduate Studies in Drama

This course will focus on drama as a literary genre, examining the origins of the genre, its literary conventions and its current productions. In reading plays that may range from the Greeks to contemporary Broadway, students will not only see the changing dynamics of the genre's form, but will also experience the important role the genre has played in American, British, European, and global society and culture.

Minimum Credits: 3

LIT 525 - Graduate Studies in the Novel

This course will focus on the novel as a literary genre tracing its intricate conventions, its historical origins, and its current manifestations. In reading novels from the 18th through 21st centuries, students will learn not only the complex dynamics of the genre's form but also the critical influence the novel has had on society, cultural and politics over the centuries.

Minimum Credits: 3

LIT 527 - Graduate Studies in Poetry

This course will focus on poetry as a literary genre. Students will learn how to interpret and evaluate poetry, exploring the elements of poetic form as well as influential poetic responses to critical moments in history. Thus, we will read landmark works by major poets, learn about major movements and schools within poetry, and look at poetry written in response to historical events. Students will also read a volume of poetry by a poet of their choice, and present information on that poet's style, themes, and role within the field of poetry.

Minimum Credits: 3

LIT 528 - Graduate Studies in Multi-Ethnic Literature

Since the beginnings of American literature, writers have been concerned with defining and creating American identity through their art. Since the 1960s, during and after the Civil Rights movement, numerous writers have defined their American identity in relation to specific ethnic identities, writing works that explore how dual or multiple cultural identities coexist within themselves and within American culture, sorting through the stories they've heard and created about who they are. In this course, we will read fiction, poetry, and essays by twentieth-century American authors who identify with African American, Native American, Asian American, Jewish, Latino and Chicano heritages. In addition to race and ethnicity, we will discuss how class, native language, religion, gender, sexuality, and history figure into these writers' images of an American self and community.

Minimum Credits: 3

LIT 530 - Graduate Studies in Gender and Text

This course explores a variety of texts written since 1945 by women, including authors such as Toni Morrison, Lorraine Hansberry, Marilyn Robinson and Adrienne Rich. Students will analyze how race, sexuality, class, nationality, motherhood and other factors influence writers' notions of gender. In addition to immersing students in contemporary women's literature, this course aims to provide students with a window into the history, politics and culture of post-1945 America, a period which saw the Cold War, the 'second wave' and the 'third wave' of American feminism, as well as the intellectual theories that helped

illuminate literature about gender past and present.

Minimum Credits: 3

LIT 535 - Graduate Studies in Major Authors

In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

Minimum Credits: 3

LIT 545 - Graduate Studies Postcolonial Encounters

Postcolonial Encounters focuses on the interdisciplinary aspects of literatures that have been historically silenced by the mechanisms of the colonial powers. This course will attempt to retrieve from the margins those voices that Gayatri Spivak (following Antonio Gramsci) has called 'subaltern.' As such, our task will be to theorize the notions of power and powerlessness, margin and periphery, first and third world, nationality, race, identity, and globalization via the close readings of various postcolonial texts.

Minimum Credits: 3

LIT 550 - Graduate Studies in the Black Literary Tradition

This course offers an overview of African-American literature, with glimpses into African and Caribbean literature. Beginning around 1845 with Frederick Douglass' Narrative, students will read from various literary genres, including slave narratives, poetry, short stories, fiction and plays that illuminate both the history of African America and changing ideas of race. Students will conduct ongoing independent research, which they will present to the class, on the major literary and historical periods we cover, including the Harlem Renaissance in the 1920s and early 1930s, the civil rights movement(s), the Black Arts movement of the 1960s and early 1970s and the decades following. Reading works by Booker T. Washington, W.E.B. DuBois, Zora Neale Hurston, Ralph Ellison, Gwendolyn Brooks, Chinua Achebe, Toni Morrison, and Ishmael Reed, among others, will enable us to analyze how sexuality, gender, class and nationality influence various writers' definitions of race and ethnicity.

Minimum Credits: 3

LIT 555 - American Modernism

Using a thematic approach, this course explores important aspects of literary modernism as it pertains to the American historical, social, technological, intellectual, and political experience between the end of World War I and the 1950s. The course immerses students in modernism via fiction, poetry, and critical essays by major American authors and poets of the period. It also asks students to identify and articulate the relationship between race, gender, regional perspectives, and ethnicity in the context of modernist American literature.

Minimum Credits: 3

LIT 650 - Graduate Seminar in American Literature

This course uses a thematic approach to explore works by American writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format.

Minimum Credits: 3

LIT 651 - Graduate Seminar in British Literature

This course uses a thematic approach to explore works of British writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in a seminar format.

Minimum Credits: 3

LIT 652 - Graduate Seminar in Global Literature

This course uses a thematic approach to the works from many literary traditions outside British and American. Specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format.

Minimum Credits: 3

LIT 685 - Graduate Thesis in Literature

This year-long course offers students the opportunity for graduate level research and writing in some chosen area of American, British, or world literature. Students must formulate a written thesis proposal and assemble a three-person academic support committee, equipped with relevant expertise. The proposal will then be submitted for approval to the individual's advisory committee. Assuming the project is universally approved, the student will meet with one or more members of the committee on bi-weekly basis to review progress on research and written work. The final result will be a scholarly essay of 40-60 pages, to be presented as an academic paper in a public forum.

Minimum Credits: 6

LIT 690 - MA in English Capstone

Students register for this course in their final term, as a culmination of their work in the program. They satisfy the requirement by completing a thesis, submitting a portfolio of their literary-critical writing along with a retrospective evaluative essay, or passing an examination on English and American Literature.

Minimum Credits: 3

Management

MGT 700 - Critical Issues in Management Capstone

The Capstone Project engages students on a project of significant importance that is a current problem or initiative for a health care organization. This capstone course serves as a vehicle for the student to demonstrate the knowledge, skills, attitudes, and behaviors consistent with the best practices in management of organizations. Working as part of a small team (similar to the executive teams that manage health care organizations), you are responsible for all aspects of the project, including: diagnosing the critical challenge, defining an appropriate scope of work, managing institutional expectations, producing an appropriate recommendation to meet the challenge, and presenting the project to the course room mentor. Completion of MSM core curriculum at GPA 3.0 or better

Minimum Credits: 3

Marketing

MKT 113 - Introduction to Marketing

This course examines the organization's functions for creating, communicating, and delivering value to customers. These functions, designed to meet customers' needs and organizational goals, include marketing research, environmental monitoring, target market selection, product selection, promotion, distribution and pricing.

Minimum Credits: 3

MKT 212 - Marketing Foundations Experience

The Marketing Foundation Integration Experience exposes students to a variety of learning opportunities that reinforce the core marketing curriculum delivered in Year-1 of their program and inspires them to apply that knowledge to industry challenges for a given client organization (for-profit OR not-for-profit).

Minimum Credits: 3

MKT 222 - Principles of Retailing

This course studies the basics of retailing and emphasizes the development of retail institutions, store layout and design, merchandising, pricing and problems retailers experience in today's business environment. Offered every semester.

Prerequisite(s): MKT 113

Minimum Credits: 3

MKT 228 - Technology in Fashion and Retailing

This course addresses web-based fashion and retailing business issues. On the one hand it explores the influence of technology on fashion products development. On the other hand it explores the role that technology plays at various levels of the retail business including supply chain development, retail channel management and consumer shopping experience.

Minimum Credits: 3

MKT 229 - Principles of Integrated Marketing Communications

This course is designed to give students an understanding of advertising, public relations, corporate communications and sales promotions and the role that the media plays in integrated marketing communications strategies. This course focuses on the planning, research and creative skills needed to reach IMC objectives. Writing intensive course.

Prerequisite(s): MKT 113

Minimum Credits: 3

MKT 230 - Retail Sales Promotion

This course focuses on sales promotion in the retail sector. The specific needs of retailers in the areas of advertising, visual merchandising, personal selling, and special events planning are among the topics addressed. The culminating project will be a sales promotion plan that will include a major special event. This project is designed to be flexible to support the range of retailing interests represented in the class.

Prerequisite(s): MKT 113 and MKT 222

Minimum Credits: 3

MKT 231 - Visual Merchandising

Retail marketing is a highly charged, highly competitive component of the marketing discipline. Consumers everywhere and of every age and economic category, are well informed by internet sources. Driven by access and awareness, they are looking to be courted and enticed to buy one merchant's goods over another. Visual merchandising is the art and business of creating such attraction, using merchandise that is color coordinated, accessorized, sparkling, exciting, and causing shoppers to stop, take a closer look, and buy. Visual merchandising is retail theater at its best, complete with costumes, props, and sets. Like all marketing, however, visual merchandising has a clear purpose - sales- and therefore is strategic in nature, a component of a larger marketing picture. This course addresses the creative and strategic nature of visual merchandising, connecting students with both the flair and fancy of visual merchandising and the nitty-gritty of strategic planning, and clarifying the connection between them.

Prerequisite(s): MKT 222

Minimum Credits: 3

MKT 265 - Social Media & Marketing Communications

This course is designed to give students an understanding of the concepts involved in integrated marketing communication (IMC) which includes a focus on social media and the role they play in advertising, public relations, branding, and corporate

communication strategies. This course focuses on the planning, research and creative skills needed to reach promotional objectives.

Minimum Credits: 3

MKT 266 - Services Marketing

Given the substantial shift in emphasis from a base in manufactured goods to a domestic economy based in services, as well as the interconnectedness of the global economy, comprehension of the service aspect of business is a necessity for every marketer, in every company, in every industry. Therefore, an understanding of the unique requirements of marketing services or service components has become a basic marketing skill. This course presents key concepts in the marketing of services through readings in current business publications and experiential opportunities. It addresses the global perspective of services, and both B2B and consumer service dimensions.

Prerequisite(s): MKT 113

Minimum Credits: 3

MKT 270 - Professional Selling

Students in this course explore the building of quality partnerships by developing relationship, product, customer and sales presentation strategies. Students will study each step of the sales process which adds considerable value in many other areas of social and professional life.

Prerequisite(s): MKT 113

Minimum Credits: 3

MKT 312 - Consumer Research Experience

The Marketing Research Integration Experience exposes students beyond basic research and engages them in applied marketing research with community organizations and their consumers. Applied consumer research goals are to solve specific issues being encountered by an organization. The Applied consumer research experience would reinforce core MKT 345 - Consumer Behavior and MKT 337 - Marketing Research curricula delivered in Year-2 of the program and teaches students to apply that knowledge to industry challenges for a given client (for-profit OR not-for-profit consumer organization).

Minimum Credits: 3

MKT 320 - Sales Management

This course consists of a study of sales management competencies. It also introduces students to the effective managing of field sales forces with an emphasis on structural planning and operational control over recruitment, training, retention, supervision, motivation, compensation and performance evaluation of sales personnel. Writing intensive course.

Minimum Credits: 3

MKT 322 - International Retailing

This course compares and contrasts retail institutions in selected countries. Students examine the social, economic and political influences on the development of global retailers and consider how retailing trends spread from culture to culture. Students also examine the similarities and differences in merchandising, sales promotion, pricing, personal selling and electronic retailing policies of retailers around the globe. This course is cross-listed with INT 322. Global marker.

Prerequisite(s): MKT 222

Minimum Credits: 3

MKT 326 - Global Consumer Culture

Every day, everywhere in the world, people make decisions about what to wear and how to wear it. Daily dressing is about much more than clothing. It includes making choices of clothing, accessories and grooming. Its relationship to human nature is at once biological, social and aesthetic. As cultures and geography changes around the world, so too do the representations of that relationship become more diverse. Dressing thus represents a broad swath of widely differing actions and decisions. This course studies the way consumers worldwide choose their dress forms to represent who and what they are, and how they wish

to express themselves those around them. It considers both commonalities and differences in global consumer cultures of dress.

Prerequisite(s): MKT 113

Minimum Credits: 3

MKT 331 - Business to Business Marketing

This course explores how a business organization buys, how the market is evaluated, how the industrial marketing mix is established, how industrial marketing plans are developed, and how to sell to the private industrial, institutional and governmental markets. Offered as needed.

Prerequisite(s): MKT 113

Minimum Credits: 3

MKT 337 - Marketing Research

This course compares and contrasts secondary and primary research with emphasis on the latter. Students explore different types of primary research as well as the basic research methods. It focuses primarily on the survey.

Prerequisite(s): MKT 113 and MAT 220 or MAT 240

Minimum Credits: 3

MKT 345 - Consumer Behavior

This course explores the behavior that consumers display in searching, purchasing, using, evaluating and disposing of products. Offered every semester.

Prerequisite(s): MKT 113 and PSY 108 or SOC 112

Minimum Credits: 3

MKT 350 - Ethical Issues in Marketing

This course explores current ethical issues and problems in marketing. The emphasis is on identifying crucial issues, exploring all possible viewpoints, and examining remedies in order to facilitate the development of students' positions on these issues. Offered as needed.

Prerequisite(s): MKT 113

Minimum Credits: 3

MKT 355 - Social Media Marketing Strategy

This course will develop the students' ability to effectively and successfully create, and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tool that will enable marketers to build high-value relationships with their constituencies. The course will focus on key elements such as determining and matching social media tactics with the appropriate target market and developing strategies to engage those markets using relevant social media channels.

Prerequisite(s): COM 310 or MKT 229

Minimum Credits: 3

MKT 360 - Direct Marketing

This course explores the directing of goods and services through the consumer or business-to-business marketing channels where the desired consumer resources may be direct orders, lead generation and/or traffic generation. This course focuses on such topics as mailing list development, relationship marketing, database management, the development of an effective sales message and selection of media. The use of catalogs, direct mail letters and brochures, telemarketing and electronic marketing as ways to reach the consumer will be explored.

Prerequisite(s): MKT 113

Minimum Credits: 3

MKT 378 - Brand Communications

A strong brand brings a competitive advantage to a company, and building and maintaining a brand is a critical task for marketers. Identifying potential brand salience, performance and image creation and brand resonance when creating a brand, and as branding activities change over the life of a brand in response to changes in the expectations of consumers, and to the competitive conditions in the marketplace, is at the core of this course. It exposes students to the process of designing a brand, targeting a brand, and delivering a brand message through a range of media and marketing communication programs throughout the life of the brand.

Prerequisite(s): MKT 113, MKT 229 and MKT 345

Minimum Credits: 3

MKT 432 - Strategic Marketing Planning

This is the capstone course of the undergraduate marketing curriculum. It focuses primarily on the decisions required of marketing executives as they seek to develop, implement and control integrated marketing programs. Students will be asked to apply their understanding of marketing principles covered in other marketing courses to solve specific company problems.

Topics include a diversity of product, market and industry environments. Offered every semester. Writing intensive course.

Prerequisite(s): MKT 113, MKT 337 and three of the following: MKT 222, MKT 229, MKT 320, MKT 345, MKT 350, MKT 360, MKT 433, or MKT 442

Minimum Credits: 3

MKT 433 - Multinational Marketing

This course explores the development of international marketing programs from the determination of objectives and methods of organization through the execution of research, advertising, distribution and production activities. Students examine the international similarities and differences in marketing functions as related to the cultural, economic, political, social and physical dimensions of the environment. Students also consider the changes in marketing systems and the adoption of marketing philosophies and practices to fill conditions in different countries. Offered once a year. Global marker.

Prerequisite(s): MKT 113 and ECO 202

Minimum Credits: 3

MKT 442 - Retail Management

An advanced course that moves beyond the scope of MKT 222, this course is geared to the retailing major. Store operations, human relations, information technologies, shopping center management, merchandising policies and industry trend analysis are covered. Guest speakers and study tours to retail companies are included. Writing intensive course.

Prerequisite(s): MKT 222

Minimum Credits: 3

MKT 455 - Social Media Marketing Campaigns

This course will develop the students' ability to effectively and successfully create and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tools to meet the marketing objectives of the organization. The course will focus on key elements such as, a) audience, b) campaign objectives, c) strategic plan, d) tactics, e) tools, and f) metrics to measure the campaign.

Prerequisite(s): MKT 355

Minimum Credits: 3

MKT 469 - Emerging Trends in Retailing

This capstone course covers the emerging trends and issues that affect retail strategies, management and operations. Students will engage in collaborative research to explore those issues. Speakers and retail experts in the areas of Real Estate, Retail Site Location, Asset Protection, Legal Issues, Information Technology and Global Sourcing will address the class.

Prerequisite(s): MKT 322

Minimum Credits: 3

MKT 480 - Independent Study

Independent study allows the student to investigate any marketing subject not incorporated into the curriculum or to do in-depth study or research in a specialized area of marketing. Offered as needed.

Minimum Credits: 3

MKT 490 - Marketing Internship

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where marketing principles and practices can be learned firsthand. Offered every year.

Minimum Credits: 0

Maximum Credits: 12

MKT 491 - Retailing Internship

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where retailing principles and practices can be learned firsthand. Offered every year.

Minimum Credits: 0

Maximum Credits: 12

MKT 499 - Marketing Simulation

Marketing Simulations is the capstone experience to your Marketing program. During this experience, you will be tested on your specialized marketing knowledge and will compete in a customized online marketing simulation. In your custom simulation, your strategic decisions on products, research and development, pricing, and promotion will be evaluated against your competition in the market. Simulation performance will be measured in terms profitability, brand equity, and other key metrics. Upon completion of the simulation, you will develop a reflection paper on your course experience and will be ready to be a marketing industry leader.

Prerequisite(s): MKT 265, MKT 270, MKT 337, MKT 345, MKT 432, MKT 433, and be a Marketing major. Students must purchase the GoVenture Any Business Student Subscription Code

Minimum Credits: 3

MKT 500 - Marketing Strategies

This course is a study of the activity by which organizations discover consumer and other organizations' needs and wants, and then provide satisfaction through a mutually beneficial relationship. Students will explore the topics of selecting a target market, conducting marketing research, and designing product, price, promotional, and distribution strategies through the development of a marketing plan.

Minimum Credits: 3

MKT 555 - Social Media

This course provides students with a broad approach to the history, theory, technology, impact, and strategic uses of social media. Social media (such as Twitter, Facebook, blogging, podcasting, and so on) are relatively inexpensive and accessible technologies that enable individuals, almost instantaneously, to create, publish, edit, and/or access messages intended for audiences ranging from a single recipient to millions of readers or viewers. Students will learn how to explore the possibilities and limitations of various social media and will learn how to apply and adapt basic and advanced marketing strategies to construct and critically evaluate social media texts, their impact, and their practical use in marketing contexts. Students will also examine the general strategic uses of social media for advertising, marketing, public relations, journalism, and civic and political participation. Finally, students will gain basic hands-on experience with several forms of the most current social media technology.

Minimum Credits: 3

MKT 605 - Integrated Marketing Communications

This course is concerned with the development, evaluation, and implementation of integrated marketing communication strategies in complex environments. The course deals primarily with an in-depth analysis of a variety of concepts, theories, facts and analytical procedures, techniques and models in topics that include various communication functions, media alternatives and the integrated marketing communication concept.

Prerequisite(s): MKT 500

Minimum Credits: 3

MKT 609 - Advertising and Public Relations

This course is concerned with the development, evaluation, and implementation of advertising and public relations strategies in complex environments. The course deals primarily with an in-depth analysis of a variety of concepts, theories, facts and analytical procedures. Management of integrated advertising and public relation communication strategies are described in topics that include various communication functions, media alternatives and branding initiatives.

Prerequisite(s): MKT 500

Minimum Credits: 3

MKT 610 - Promotions Management

This course addresses the specific activities involved in managing an advertising campaign, including research, media selection, copywriting, layouts and the role of ad agencies.

Prerequisite(s): MKT 500

Minimum Credits: 3

MKT 615 - Relationship Selling Strategies

This course allows students the ability to become familiar with the selling environment. A decision making perspective is accomplished through a modular format that consists of the discussion and analysis of basic concepts, identifying critical decision areas and presenting analytical approaches for improved professional selling and sales management initiatives as they apply to customer satisfaction strategies.

Prerequisite(s): MKT 500

Minimum Credits: 3

MKT 620 - Consumer Behavior

The course focuses on the consumer market's behavior by investigating the psychological, sociological, economic, and anthropological theoretical and research based influences. Designing effective marketing strategies, using the knowledge of these influences, will be explored.

Prerequisite(s): MKT 500

Minimum Credits: 3

MKT 625 - Strategic Internet Marketing

This course will introduce students to the Internet marketing landscape. Through exploring platforms, players and technology, the students will have a better understanding of the business models used in online marketing. Understanding consumer behavior in an online environment will help in creating integrated online strategies. All these, together with theories of online campaign development and management, with a hands-on approach to marketing automation and intelligence will provide the frame work for a comprehensive understanding of strategic internet marketing.

Minimum Credits: 3

MKT 630 - Market Research

This course addresses the identification of the value of research and the problem to be resolved. Numerous mathematical analysis techniques and research design issues are incorporated.

Prerequisite(s): MKT 500 and QSO 510

Minimum Credits: 3

MKT 635 - Websites and SEM/SEO

This course will provide an introductory overview into the world of search engine marketing (SEM) and search engine optimization (SEO). SEM/SEO strategies will be discussed in detail as students learn the benefits and pitfalls of search marketing and how marketers can use it as a viable tool for reaching customers.

Minimum Credits: 3

MKT 640 - Business to Business Marketing

This course focuses on the business customer market: understanding its behavior and developing effective marketing strategies to reach it.

Prerequisite(s): MKT 500

Minimum Credits: 3

MKT 645 - Online Marketing Channels

This course will expose students to online marketing channels, such as, social media platform and players, and measurement and analysis. Marketing channels such as internet display advertising, remarketing, email marketing, affiliate marketing, mobile marketing, video marketing, virtual worlds, gaming, and public relations will also be examined.

Minimum Credits: 3

MKT 650 - Retailing

Addresses the fundamentals of merchandising and promotion from both the perspective of the proprietorship and a chain store manager. Incorporates the topics of franchising, telemarketing, marketing strategies and re-search into the course.

Prerequisite(s): MKT 500

Minimum Credits: 3

MKT 655 - Social Media Marketing Strategy

This course will develop the students' ability to effectively and successfully create, and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tool that will enable marketers to build high-value relationships with their constituencies. The course will focus on key elements such as determining and matching social media tactics with the appropriate target market and developing strategies to engage those markets using relevant social media channels.

Prerequisite(s): MKT 555

Minimum Credits: 3

MKT 660 - Marketing Strategies for Not-For-Profit Organizations

Students in this course apply marketing concepts and practices to not-for-profit organizations. This course also explores sources of financial support and strategies for their development.

Prerequisite(s): MKT 500

Minimum Credits: 3

MKT 666 - Social Media Marketing Campaigns

This course will develop the students' ability to effectively and successfully create and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tools to meet the marketing objectives of the organization. The course will focus on key elements such as a) audience, b) campaign objectives, c) strategic plan, d) tactics, e) tools, and f) metrics to measure the campaign.

Prerequisite(s): MKT 655

Minimum Credits: 3

MKT 668 - Services Marketing

The world's economy is undergoing substantial change. Globally, many manufactured products have service components. Domestically, a shift in emphasis from a base in manufactured goods to an economy based in services is in progress. Whether a firm is marketing manufactured goods, services, or a combination, services marketing can provide a competitive advantage. Therefore, understanding the service aspect of business is a requirement for every marketer, in every company, in every industry. This course presents concepts, theories, models and measurements of services marketing using current literature in the field, cases and experiential opportunities. It stresses the global perspective and covers both B2B and consumer services.

Prerequisite(s): MKT 500

Minimum Credits: 3

MKT 670 - Product Management

This course addresses the growing role of the product manager within the marketing organization and his or her role in new product development and management.

Prerequisite(s): MKT 500

Minimum Credits: 3

MKT 675 - Ethical and Legal Issues in Marketing

This course examines a range of ethical issues facing marketing managers as seen through the viewpoints of various comprehensive ethical theories. The goal is for students to develop their own ethical framework for making marketing decisions within the knowledge of the various ethical theories and U.S. marketing laws. Traditional topics such as ethics in marketing research, product liability, selling, advertising, and pricing are covered. Emerging ethical issues such as international marketing, competitive intelligence, socially controversial products, privacy, and corporate policies are also examined. However, topics may change to reflect current business concerns. The course is taught using a seminar format utilizing cases and readings.

Prerequisite(s): MKT 500

Minimum Credits: 3

MKT 678 - Brand Management

Strong brands are increasingly recognized as one of a company's most valuable assets. Brands create expectations in consumers, and by their nature implicate the company in delivering on those expectations. Therefore, the tasks of creating, building and managing brands are critical success factors for a firm. This course seeks to develop in students an understanding of the theories, models, and strategies that enable a firm to achieve its branding goals. Through a combination of text and current research publications, students will be exposed to current and emerging brand theories and models. By analyzing cases, and reading and reviewing current business literature, students will gain understanding into how those theories and models translate into strategies and implementations.

Prerequisite(s): MKT 500

Minimum Credits: 3

MKT 690 - Corporate Communications

This course provides students with an understanding of contemporary issues facing corporations, including consumerism, environmentalism and globalism, and the role of public relations in helping an organization thrive in its environment. The four-part public relations process of research and fact-finding, planning and programming, implementing and communicating and evaluating is reviewed.

Minimum Credits: 3

Mathematics

A graphing calculator (Texas Instruments TI-83 or better) is strongly recommended for use in all mathematics courses.

MAT 050 - Fundamentals of Algebra

This course includes a review of basic arithmetic and an introduction to elementary algebra. Topics may include: pre-algebra review; real numbers; algebraic expressions; linear and quadratic equations, graphs and applications; systems of equations; exponents; polynomials and rational expressions. (Credits awarded for this course are in addition to the 120-credit minimum graduation requirement.)

Minimum Credits: 3

MAT 101 - Culinary Mathematics

This course reviews the fundamental computation skills required for accurate food service preparation, operation and management. Topics covered include operations with whole numbers, fractions, decimals, percents, weights and measures, recipe conversion, menu pricing, inventories, food costs basic break-even analysis, financial statement content, and employee related expenses. Enrollment limited to students majoring in the following programs: AS in Culinary Arts, AS in Baking and Pastry, BS in Culinary Management.

Minimum Credits: 3

MAT 106 - Math for Elementary Education I

This is the first course of a two-semester sequence which explores the mathematics content in grades K-6 from an advanced standpoint. Topics include: problem solving; functions and graphs; and numbers and operations. This course is open to Early Child Education, Elementary Education, Middle School Mathematics Education, Music Education and Special Education Majors ONLY.

Minimum Credits: 3

MAT 130 - Applied Finite Mathematics

This course is designed to prepare students for other courses in the core curriculum and in their majors and to provide a basis for making decisions in life after graduation. Topics include mathematics of finance, probability and counting, descriptive statistics and basic linear regression. (Students who have successfully completed MAT 120 or MAT 150 may not register for MAT 130).

Minimum Credits: 3

MAT 135 - The Heart of Mathematics

In this course, students will consider beautiful and profound mathematical concepts on par with the great works of Shakespeare, Plato and Michelangelo in the realms of literature, philosophy and the arts. Topics may include numerical patterns in the nature, the golden rectangle, Platonic solids, topological equivalence, symmetry, prime numbers, infinity, fractals and other subjects.

Minimum Credits: 3

MAT 140 - Precalculus

This course emphasizes the algebra and concepts of functions. Students will learn the properties and graphing techniques for different types of functions including: linear, polynomial, rational, trigonometric, exponential, and logarithmic functions. Students will also learn to solve a variety of real world problems that rely on a number of different problem solving strategies and an understanding of these different types of functions.

Minimum Credits: 3

MAT 206 - Math for Elementary Education II

This is the second course of a two-semester sequence which explores the mathematics content in grades K-6 from an advanced standpoint. Topics include: descriptive statistics; probability; algebra; geometry and measurement. This course is open to Early Child Education, Elementary Education, Middle School Mathematics Education, Music Education and Special Education Majors ONLY.

Minimum Credits: 3

MAT 210 - Calculus I

This is an introductory course in single-variable calculus. Topics include limits, continuity, derivatives, differentiation, integration and the Fundamental Theorem of Calculus. Students will gain experience solving real-world problems involving calculus, including problems in business, economics, natural sciences and social sciences.

Minimum Credits: 3

MAT 211 - Calculus II

This course is a continuation of MAT 210. Topics include integration by parts, functions of several variables, trigonometric functions, techniques of integration, differential equations, Taylor polynomials and infinite series. Students will learn applications in business, economics, natural sciences and social sciences.

Prerequisite(s): MAT 210 or the equivalent

Minimum Credits: 3

MAT 230 - Discrete Mathematics

Discrete mathematics is the study of mathematical structures that are fundamentally discrete rather than continuous. That is, in contrast to the real numbers that vary continuously, the objects of study in discrete mathematics take on distinct, separated values. Topics include operations on sets, logic, truth tables, counting, relations and digraphs, functions, trees and graph theory. A significant goal of this course is to improve students' critical-thinking and problem-solving skills.

Minimum Credits: 3

MAT 240 - Applied Statistics

This is a fundamental course in the application of statistics. In this course, students will learn to apply statistical techniques to a variety of applications in business and the social sciences. Students will learn how to solve statistical problems by hand and through the use of computer software. Topics include probability distribution functions, sampling distributions, estimation, hypothesis testing and linear regression.

Minimum Credits: 3

MAT 260 - Cryptology

Cryptology is a mathematically rich subject that includes both cryptography - the science of making secret codes - and cryptanalysis - the science of breaking secret codes. Historically, cryptology has played a central role in military and government covert actions and modern-day data security. In this course, we develop a number of mathematical topics including modular arithmetic, statistics, probability, permutation functions, algorithms, binary numbers, base twenty-six, primes, factorization, the Euclidean algorithm, and Fermat's Little Theorem as they pertain to classical cryptographic techniques, symmetric computer-based cryptography, and public key cryptography. We also examine the historical backdrop of cryptology and examine legal issues concerning cryptology.

Prerequisite(s): MAT 140, MAT 210, MAT 230 or permission of instructor

Minimum Credits: 3

MAT 299 - Mathematical Proof and Problem Solving

This course introduces students to the language and methods used to create and write mathematical proofs and solve problems. Methods of proof will include: direct, contrapositive, contradiction, and induction. Methods of problem solving will

be based on Polya's four steps for problem solving. Students will learn about and utilize the many functions of proof including: verification, explanation, communication, discovery, justification, and inquiry. The course will also explore the relationship between problem solving and the process of proving. Students will explore fundamental abstract concepts in mathematics including: functions and relations, set theory, number theory, and logic.

Prerequisite(s): MAT 210 or MAT 230

Minimum Credits: 3

MAT 300 - Regression Analysis

This is a second course in statistics that builds upon knowledge gained in MAT 240 or an AP statistics course. Students will learn to build statistical models and implement regression analysis in real-world problems from engineering, sociology, psychology, science, and business. Topics include multiple regression models (including first-order, second-order and interaction models with quantitative and qualitative variables), regression pitfalls, and residual analysis. Students will gain experience not only in the mechanics of regression analysis (often by means of a statistical software package) but also in deciding on appropriate models, selecting inferential techniques to answer a particular question, interpreting results, and diagnosing problems.

Prerequisite(s): MAT 220, MAT 240, MAT 245, MAT 250 or permission of instructor

Minimum Credits: 3

MAT 310 - Number Theory

This is an introductory course in Number Theory. The course will explore the properties of, and the relationship between, the natural numbers, integers, rational numbers, and irrational numbers. This course will explore and prove theorems related to topics in number theory such as: Pythagorean Triples, Divisibility, The Fundamental Theorem of Arithmetic, Congruences, the Chinese Remainder Theorem, Prime numbers, Modulo arithmetic, Pell's Equation, Diophantine's Approximation, and the Gaussian Integers.

Prerequisite(s): MAT 299

Minimum Credits: 3

MAT 315 - Abstract Algebra

Algebra is concerned with sets of objects and operations on these sets. This course will take students beyond the real number and polynomials to groups and other algebraic structures. In a modern, or abstract algebra course, one assumes a small number of basic properties as axioms and then proves many other properties from the axioms. This will assist the student in becoming more proficient at proof-writing.

Prerequisite(s): MAT 210 and MAT 299

Minimum Credits: 3

MAT 330 - Differential Equations

Differential equations are useful in modeling real-world phenomenon involving rates of change such as the spread of disease, the change in a population, the free fall of an object, and the decay of a radioactive substance. This is a first course in differential equations. Topics include solving first- and higher-order differential equations and modeling with first- and higher-order differential equations.

Prerequisite(s): MAT 211 or permission of instructor

Minimum Credits: 3

MAT 350 - Applied Linear Algebra

This is a first course in linear algebra and matrices. Topics include systems of linear equations, linear independence, matrices of linear transformations, matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors. After mastering the basic concepts and skills, students will use their knowledge of linear algebra to model a selection of applied mathematics problems in business, science, computer science and economics.

Prerequisite(s): MAT 210 or permission of instructor

Minimum Credits: 3

MAT 360 - Statistics and Probability for Teachers

In this course students will study topics in data analysis including: descriptive statistics, probability, odds and fair games, probability distributions, normal distributions, estimation, and hypothesis testing. The course format will include: hands-on activities; computer-based simulations; creating and implementing student developed investigations; and actual middle school mathematics classroom activities. Throughout the course students will be given opportunities to relate the mathematical concepts studied in this course to the mathematical concepts they will be teaching. This course is not appropriate for students who have completed MAT 240.

Prerequisite(s): MAT 206

Minimum Credits: 3

MAT 361 - Geometry for Teachers

This course will examine concepts in Euclidean and non-Euclidean geometries. Course topics include: area and volume, congruence and similarity, properties of and relationships among geometric shapes and structures. The Pythagorean Theorem, and motion and symmetry. Students will engage with these concepts through proofs, problem solving, dynamic geometric software, and through activities used in middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching.

Prerequisite(s): MAT 299

Minimum Credits: 3

MAT 362 - Algebra for Teachers

This course will examine concepts in algebra including: Patterns, arithmetic sequences, geometric sequences, arithmetic and algebra of the integers, least common multiple and greatest common divisor, The Fundamental Theorem of Arithmetic, The Division Algorithm and Euclidean Algorithm, modular arithmetic and systems of numbers, properties of groups and fields, the field of complex numbers, polynomial arithmetic and algebra, The Fundamental Theorem of Algebra, linear equations, matrix algebra determinants, and vectors. Students will engage with these concepts through proofs, problem solving and through activities used in middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching.

Prerequisite(s): MAT 210 and MAT 299

Minimum Credits: 3

MAT 370 - Real Analysis

This course provides a theoretical foundation for single-variable calculus concepts. Topics include the structure of the real numbers, sequences, continuity, differentiation and Riemann integration. This course will be run as a seminar that emphasize problem solving, proof writing and orally defending proofs.

Prerequisite(s): MAT 210 and MAT 299

Minimum Credits: 3

MAT 380 - Error-correcting Codes

Error-correcting codes play a hidden but central role in modern society, ensuring the accuracy of information stored in DVDs, hard drives and flash drives, and sent over cell phone, the internet and satellites among other digital technologies. A central problem in coding theory is devising a means to transmit information as correctly and efficiently as possible given the expected interference in channels such as wired and wireless networks. The modern-day discipline of coding theory began in 1948 when Claude Shannon proved, in a no constructive way, that there exist optimal codes that maximize both transmission rates and error-correction capabilities. Since then, theoretical mathematicians have been engaged in constructing and researching optimal codes. Topics in this pure math course include Shannon's Theorem on the existence of optimal codes, linear codes, double-error-correcting BCH codes, cyclic codes and Reed-Muller codes.

Prerequisite(s): MAT 350

Minimum Credits: 3

MAT 440 - Math Education Research and Practice

Topics in this course include research methods such as: case studies, interviews and action research. Students will engage in these types of research and analyze related research done in the field of mathematics education. Students will design and implement a research project based on the concepts learned in this class. The impact of research on policies and practices will be explored as students familiarize themselves with state and national standards and policies. Students will also learn how to interpret findings from research and relate them to classroom practices. The course will require 10-20 hours of field experience.

Prerequisite(s): at least junior level standing

Minimum Credits: 3

MAT 450 - History of Math and Math Education

This course will look at the historical development of the disciplines of mathematics and mathematics education. Within the discipline of mathematics we will examine the development of number and number systems, geometry and measurement, algebra, probability and statistics, calculus, and discrete mathematics. Within the discipline of mathematics education we will examine the development of learning theories, theories of teaching mathematics, research trends, and mathematics curriculum. Throughout this course students will study the history of mathematics and mathematics education through readings, case studies, and problem sets.

Prerequisite(s): at least junior level standing

Minimum Credits: 3

MAT 460 - Topology

This course introduces students to point set and algebraic topology. Topics include topological spaces, continuous functions, connectedness, compactness, homotopy of paths, the fundamental group, and covering spaces. This course is appropriate for students who are considering graduate school in mathematics as well as other students who are interested in theoretical math.

Prerequisite(s): MAT 299

Minimum Credits: 3

MAT 480 - Independent Study

This course allows the student to investigate any mathematics subject not incorporated into the curriculum. Offered as needed.

Prerequisite(s): Permission of the instructor, the program coordinator or department chair and the school dean.

Minimum Credits: 3

MAT 490 - Mathematics Internship

Minimum Credits: 0

Maximum Credits: 12

MAT 495 - Middle Grades Mathematics

This course is the mathematics capstone course for Middle School Mathematics Education majors. Students will spend time reflecting on the mathematics learned in previous courses through rich problems that draw on concepts from multiple disciplines in mathematics. The course will help students develop a deeper and more connected understanding of middle school mathematics content while continuing to develop their mathematical habits of mind and problem-solving strategies. Students will also spend time connecting their knowledge of mathematics education to national and state standards and policies regarding the mathematical education of students.

Prerequisite(s): MAT 360, MAT 361, and MAT 362 or permission of instructor

Minimum Credits: 3

Nursing

NUR 310 - Nursing Leadership and Management

This course explores the complex structures of organizations and the roles of nurses within health-care organizations. The course provides students with an in-depth understanding of how healthcare organizations are formed and how current and emerging factors influence the structure and function of the organization. The course will also integrate nurse leadership and management theories and skills. The emphasis will be on the nurse functioning within a complex organizational system to influence and improve organizational outcomes. Students will have the opportunity to develop leadership and management skills, including areas of critical thinking, problem-solving and decision-making, change and conflict management, teamwork and collaboration, delegation and competency, power and influence, resource management (planning, budget, staffing, and culturally diverse workforce), and career development. Must be enrolled in Nursing program.

Minimum Credits: 6

NUR 320 - Patient-Centered Assessments

In this course, students analyze effective health assessment methods, communication strategies, and interdisciplinary collaboration techniques used in a variety of health care settings. Students conduct comprehensive evidence-based health assessments encompassing environmental, genetic, multicultural, ethnic, and socioeconomic factors and consider the skills members of collaborative interdisciplinary teams need to promote evidence-based quality care for individuals, groups, communities, and diverse populations. Students also explore ways of adapting their communication style to meet the specific needs for their audience. Must be enrolled in Nursing program.

Minimum Credits: 6

NUR 330 - Research and Evidence-Based Practice

This course introduces students to the application of research and information technology in the nursing and evidence-based practice. Students identify the ways information systems and patient care technologies have contributed to improved patient outcomes; evaluate the safeguards, secure practices, and ethical standards needed to promote and support data security, patient confidentiality, and regulatory requirements; and explore effective use of patient care technologies, communication systems, and information systems across the health-illness continuum. Students also examine ethics in nursing research and scholarship and the relationships among theory, research, and behavior in the application of evidence-based nursing practice.

Minimum Credits: 6

NUR 410 - Community and Global Health

In this course, students focus on developing the knowledge, skills and techniques needed to function as effective team members in public- or community serviced-based health care settings. Students consider collaborative and innovative strategies for enhancing and improving current health care system approaches based on national and global holistic needs assessments and identify ways to advocate for quality patient and community outcomes and apply tribal, community, and global wellness strategies to professional practice. Must be enrolled in Nursing program.

Minimum Credits: 6

NUR 480 - Policy, Law, Ethics, and Regulation

Students in this course examine the role of health care policy and legal, regulatory, and quality control in ethical decision making in professional, healthcare practice. Students explore concepts and principles of health care policy, legal control, ethical conduct, and regulatory environments and their application to the healthcare environment through the lens of the professional discipline. Students evaluate the impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care access disparities and examine ways to articulate the needs of individuals, communities, and vulnerable populations to consumers and appropriate officials. Students also focus on the importance of cultural competence and ethical decision-making within healthcare delivery systems. Must be enrolled in Nursing program.

Minimum Credits: 6

NUR 500 - Advanced Nursing Concepts

In this course students analyze historical and evaluate current nursing concepts and theories. Students will examine the linkages of empirical, aesthetic, ethical, personal, and sociopolitical patterns on knowing with the conceptual models and paradigms of nursing. Students will explore the components of conceptual-theoretical-empirical structures for theory - generating and theory testing research

Minimum Credits: 3

NUR 501 - Global Health and Diversity

Global Health and Diversity is a problem based course designed to give students an overview of health promotion issues, explore selected current topics in health and health policy from a national and global perspective and investigate the consequences these issues have for the health status of individuals, populations and society. This course will provide the theoretical foundation to allow the practitioner to design interventions that promote health and behavior change in the individual client within the community setting. The concepts of health literacy, consumer advocacy and their impact of health promotion will be explored.

Minimum Credits: 3

NUR 502 - Teaching and Learning in Nursing

This course covers instructional frameworks, learning environments, and classroom and student management and motivation techniques. Learners explore theories associated with optimizing the teaching experience and student outcomes and gain an understanding of the teaching, learning, communication, and motivation strategies used for specific learning situations and student populations. Learners identify various learning barriers and formulate appropriate teaching strategies to address them, including acknowledging and using emotional intelligence. As part of this course, learners are required to teach in an online course room. Must be enrolled in MSN program.

Minimum Credits: 3

NUR 503 - Nursing Informatics

This graduate level nursing course will build upon student competencies related to computer skills, informatics skills, and informatics knowledge. Application of information theory and electronic technology skills is directed towards improving the organization and the delivery of patient-centered care to multi-cultural populations at the primary, secondary and tertiary points of care. Students will understand the power of using technology for optimizing the collection, verification and utilization of data that relates to generating knowledge that informs best practices and leadership across healthcare settings. Special attention will be given the ways in which information systems and data collection can highlight and address disparities in health care services.

Minimum Credits: 3

NUR 504 - Healthcare Policy and Financing

This course focuses on providing the present and future nurse leaders with an understanding of health policy, finance, and legislation on health care. Political advocacy and the health policy change process will be explored. The issues of access and equity of healthcare will be examined within the context of healthcare policy and financing.

Minimum Credits: 3

NUR 505 - Leadership in Clinical Microsystems

This course covers clinical microsystem concepts, tools, techniques, and processes within the context of a clinical or supporting microsystem. This course will use current theories to approach issues related to the redesign of healthcare services to improve quality, add value, reduce variation and improve moral, by empowering frontline caregivers.

Minimum Credits: 3

NUR 506 - Evidence-Based Practice

Emphasis in this course is on theory-guided and evidence-based research to prepare students to become proficient in translating research into practice, using research as a tool to improve practice. Students will gain the skills to identify clinically focused issues and evaluate the best design to resolve the issue. Critical analysis of qualitative and quantitative research findings in order to apply best evidence to clinical problems will be emphasized, while analyzing the ethical conduct of clinically focused research. Students will gain the knowledge and skills to conduct a systematic review of the literature and synthesize research related to a clinical problem.

Minimum Credits: 3

NUR 601 - Advanced Pathophysiology

This course in organ systems physiology is designed to teach the fundamentals of normal function that are essential to understanding clinical problems. It will integrate advanced concepts of health assessment, including anticipatory guidance, prevention, and detection of risk factors and disease. Students will continue to develop critical thinking skills to make effective, patient-centered, clinical decisions through case studies. Examples from pathophysiology are used to illustrate physiological concepts that will be analyzed, interpreted, and evaluated. This course includes all major organ systems. It assumes previous academic preparation in anatomy and physiology, an understanding of basic algebra and simple physiology, as well as experience in conducting a health history and physical assessment. Discussion sessions and problem-set case studies provide opportunities to synthesize content and discuss clinical problems.

Minimum Credits: 3

NUR 602 - Advanced Pharmacology Across the Life Span

Content focuses on current concepts in the pharmacologic therapies of common health care problems seen in primary and acute care health care. Basic pathophysiology, clinical pharmacology, modes of therapy, and monitoring parameters are explored. Diagnosis and management of health care problems and their treatment regimens are discussed. Case studies are utilized to clarify, reinforce, and correlate therapeutics with specific health care problems.

Minimum Credits: 3

NUR 603 - Epidemiology

This course provides an in-depth exploration of the concepts and methods of epidemiological research. Students will critique the principles of epidemiology with an emphasis on health promotion and disease prevention research. Epidemiologic concepts, bio-statistical principles and research design strategies are emphasized. Students will critique current epidemiologic study designs and develop an epidemiologic proposal with implications for health promotion.

Minimum Credits: 3

NUR 604 - Healthcare Quality and Improvement

This course focuses on the knowledge, skills, attitudes needed to assure quality patient and family centered care provided through interdisciplinary collaborative care. Students will focus on strategies that contribute to building a culture of safety assuring accountability and reliability in care processes. Health policy issues access to care, and cost issues are addressed including pay for performance, quality outcomes, and nurse sensitive outcomes, with a special focus on healthcare reforms focus on quality.

Minimum Credits: 3

NUR 605 - Error Science, Risk Assessment and Disclosures

This course focuses on error theory and systems thinking as well as methods for risk assessment and safety improvement, including high-risk contexts for error occurrence. Students will be introduced to what is currently known about effective methods for error disclosure. Students will develop proficiency with patient safety risk assessment and improvement methods, principles of safe system design, apology and related patient safety priorities. The course includes a discussion of legal issues prevalent in the current health care environment.

Minimum Credits: 3

NUR 606 - Communications and Collaboration

This course introduces advanced communication strategies for patient safety success in the current healthcare environment. Course topics include: enhanced communication skills, individual and group design/presentation techniques, hand-off, chain of command, critical thinking strategies and skills, stress and time management, group process and group dynamics. This course challenges the students to use creative and critical thinking to become a creative patient safety/problem-solver and leader working within a complex healthcare environment.

Minimum Credits: 3

NUR 680 - Nursing Capstone Seminar

Students critical analyze proposals for healthcare quality and safety plans, or clinical problems as developed by student participants. To be taken concurrently with NUR 681.

Minimum Credits: 3

NUR 681 - Nursing Capstone Project

Students design and analyze a healthcare issue, proposal of policy options, recommendations for action or an evaluation strategy for a selected healthcare setting. Students are evaluated according to criteria, negotiated in advance, that demonstrate current industry best practices. To be taken concurrently with NUR 680.

Minimum Credits: 3

Organizational Leadership

OL 110 - Introduction to Business

This course introduces basic business functions and how businesses are owned, managed and controlled. Elements of a business are integrated to reflect how each interacts with the other to provide the concept of a systems background. A broad background in business practices, principles and economic concepts is discussed and provides the basis for use in more advanced courses. This course includes an introduction to international business. Offered as needed

Minimum Credits: 3

OL 125 - Human Relations in Administration

The human relations skills that managers need to develop interaction skills that contribute directly to effective human resource management and the development of higher productivity are studied. Skill areas include leadership, motivation, communications, group dynamics, organizational development, management by objectives, and stress and time management. Students learn techniques for becoming more effective managers, subordinates, peers and persons. Students are introduced to the international aspects of human relations.

Minimum Credits: 3

OL 200H - Honors Business Foundations

Building upon the managerial competencies introduced in the management module, students will examine trends and directions in business, be introduced to the concepts of corporate social responsibility and ethical decision-making, and gain an international perspective of business. The learning approach will include short lectures, class discussions, examinations, individual presentations and group activities. Expectations of students include preparation, asking questions, expressing opinions, challenging ideas/concepts, and contributing fully to class discussions and activities.

Minimum Credits: 3

OL 211 - Human Resource Management

This course examines the fundamentals of policies and administration. Major tasks of procedures and developing, maintaining and utilizing an effective team are studied. Students are introduced to international human resource management. Offered every semester.

Minimum Credits: 3

OL 215 - Principles of Management

This course is designed to examine the fundamentals and principles of management in order to develop an understanding of management in any formal organization. Special attention is paid to planning and decision-making. International management is also covered. Offered every semester. Writing intensive course.

Prerequisite(s): ENG 10, ENG 120, ENG 121H or ENG 200 ADB 125 or OL 125 or TCI 250

Minimum Credits: 3

OL 265 - Intro to Managing Not-for-Profit Orgs

This introduction course will examine the theory and practice of leadership and decision-making in the nonprofit sector. Students will be exposed to core classic and contemporary theories on leadership, management, governance and organizational effectiveness of nonprofit organizations.

Minimum Credits: 3

OL 301 - Real Estate

This comprehensive real estate course deals with all the aspects of real estate necessary to operate as a real estate salesperson or broker. Offered as needed.

Minimum Credits: 3

OL 317 - Small Business Management

The problems involved in starting and operating a successful small business, selecting the location, determining how to borrow money, budgeting and credit are discussed. Junior standing or permission of instructor.

Prerequisite(s): ACC 102 or ACC 202 and ADB 215 or OL 215 and MKT 113

Minimum Credits: 3

OL 318 - Employee and Labor Relations

This course examines employee-management relationships in both the union and non-union environments with an emphasis on best practices. Junior standing or permission of instructor.

Minimum Credits: 3

OL 320 - Entrepreneurship

This course focuses on the factors that contribute to the personal success of entrepreneurs and affect successful entrepreneurship. Entrepreneurship is also studied. Case studies, contemporary readings and simulations are used. International considerations are included. Offered every year.

Minimum Credits: 3

OL 321 - Business Plan Preparation

Students will prepare, either individually or in teams, a comprehensive business plan for a new venture. Junior standing or permission of instructor.

Prerequisite(s): ACC 202, MKT 113, OL 215 and OL 320

Minimum Credits: 3

OL 322 - Managing Organizational Change

This course focuses on the effective management of human resources during the process of change. It emphasizes change management as a tool for survival, growth, increased productivity and conflict management in the complex and volatile business environment of today and the future. Change in an international environment also is discussed. Offered every year.

Team intensive course. Junior standing or permission of instructor.

Prerequisite(s): ADB 215 or OL 215

Minimum Credits: 3

OL 324 - Managing Quality

Students study total quality management (TQM), which is crucial to efficient resource allocation and effective human resource management. Major factors affecting quality and strategies for effective total quality management are covered through the use of contemporary texts, reading, cases, exercises and simulations. International considerations also are studied. Offered every year. Team intensive course.

Prerequisite(s): ADB 125 or OL 125

Minimum Credits: 3

OL 325 - Total Rewards

This course covers the development and administration of compensation and benefit programs for organizations. Wage theory, principles and practices, unemployment security, worker income security, group insurance, and disability and pension plans are investigated. Emphasis is placed on objectives, policies, organization, implementation and revision of compensation and benefit systems. Offered as needed. Junior standing or permission of instructor.

Prerequisite(s): ADB 211 or OL 211

Minimum Credits: 3

OL 326 - Social Environment of Business

This course examines the interrelationships among business, government and society and how these relationships evolve over time and shape our world. Through the use of readings, cases, and class discussions, students will examine a variety of important topics impacting the global business environment, including business power, corporate social responsibility, business ethics, regulation, multinational corporations, globalization, pollution and environmental quality. A key focus is on the historical origins of the tensions amongst wealth, virtue, and business and society in developed and developing nations and economies.

Global marker. Junior standing or permission of instructor.

Minimum Credits: 3

OL 328 - Leadership

This course examines leadership as an inter-personal and intra-organizational phenomenon with an emphasis on student leadership development. It includes leadership assessment, leadership development, the leadership process, the contagious nature of leadership, leadership and productivity, motivation, and effective leadership styles and theories. An international perspective is included. Current readings, research, simulations and exercises are used. Offered every year. Team intensive course.

Prerequisite(s): ADB 125 or OL 125

Minimum Credits: 3

OL 342 - Organizational Behavior

This course focuses on the primary factors that influence behavior in organizations. Emphasis is placed on leadership, group dynamics, inter- group dynamics, organizational structure and design, change, culture, power and politics, environment and technology and organizational behavior in an international context. Offered every year. Writing and team intensive course.

Junior standing or permission of instructor.

Prerequisite(s): ADB 125 or OL 125

Minimum Credits: 3

OL 421 - Strategic Management and Policy

Business School Capstone Course. This interdisciplinary approach to the study of the process of strategic management includes strategic analysis planning, implementation, evaluation and control from the perspective of top management in profit-making U.S. and international corporations, and public and non-profit organizations. Text and case studies are used extensively.

Writing and Team Intensive Course. Experience with Microsoft Office or equivalent is required. Senior standing or permission of instructor.

Prerequisite(s): Take ACC 102 or ACC 202 or ACC 214 or HTM 320 and MKT 113

Minimum Credits: 3

OL 429H - Honors Applied Management: New Paradigm Design

This course represents the fall portion of the 3-year business honors program senior experience. The senior experience is an academic consultancy, project management model tied to researching and developing a deliverable to address a business issue in an ongoing organization. The seniors reestablish the New Paradigm Design "NPD" consulting firm and entertain request for projects. Students will be assigned to specific project teams and work on completing the preliminary information and action plan for their project. At the end of the fall semester, the teams will present their findings and action plans that they will implement in the spring term.

Minimum Credits: 3

OL 430H - Honors Applied Management: New Paradigm Design

This course represents the spring portion of the 3-year business honors program senior experience. The senior experience is an academic consulting model tied to researching and developing a deliverable to address a business issue in an ongoing organization. Spring term is devoted to implementing the action plan and completing the process. At the end, a public presentation is made highlighting the salient points of the projects and the outcomes. Students submit the final deliverable to the facilitator and to the organization. The students are available to provide detailed explanation of the final product should the organization desire it beyond just the presentation of the deliverable.

Minimum Credits: 6

OL 442 - Human Resource Strategy and Development

This course provides an in-depth examination of human resource strategy and development. Students will gain an understanding of the importance of sound HR practices and the integral role they play in achieving organizational success. Students will examine the environment of HR management; the challenges of staffing organizations, locally and internationally; the relationship of a learning organization to training and development; the role compensation and benefit strategies play in motivating the developing employee; and the concerns and issues related to employee and labor relations. Senior standing or permission of instructor.

Prerequisite(s): OL 211 and OL 325 or OL 318

Minimum Credits: 3

OL 460 - Seminar in Organizational Issues

The content of this course varies from semester to semester. Using readings, research and case studies, it focuses on contemporary and changing issues in organizations and society, exploring in depth topics such as: leadership, innovation, change, social responsibility, business ethics, sustainability, and emerging societal trends. Senior standing or permission of instructor.

Prerequisite(s): ADB 342 or OL 342

Minimum Credits: 3

OL 462A - Year 1 Assembly and Knowledge Assurance

In this academic experience (1.5 credits) students will demonstrate an understanding and knowledge of important organizational leadership concepts and terms, and their application that were introduced in Year 1 Business Administration courses, assembly meetings, team-based activities, and discussions. Additional insight will be gained in the areas of interrelationships of human assets, the organization, decision-making impact and personal time management techniques, which will assist in attaining the desired outcomes. Must be enrolled in Degree in Three program.

Minimum Credits: 1.5

OL 462B - Year 2 Assembly and Knowledge Assurance

In this academic experience (1.5 credits) students will demonstrate an understanding and knowledge of important organizational leadership concepts and terms, and their application that were introduced in Year 2 Business Administration courses, assembly meetings, team-based activities and discussions. Must be enrolled in Degree in Three program.

Minimum Credits: 1.5

OL 465 - Fieldwork Experience & Final Project

This course (3 credits) is designed to help students implement core learnings from past courses. Each student will design his/her fieldwork experience and along with a supervising faculty member will determine the parameters and format of the final project to ensure key learnings are met. Additional insight will be gained in the areas of organizational politics, leadership styles, and personal time management techniques. The students will submit a final deliverable based on the format and parameters agreed to with supervising faculty and deliver a formal presentation.

Prerequisite(s): OL 462A and OL 462B

Minimum Credits: 3

OL 468 - Team Based Project

This course (3 credits) is designed to provide the student team the opportunity to investigate, research, and analyze a management topic as a result of comparing and contrasting the team members' individual fieldwork final deliverable. Based on the comparative analysis, the team will identify the management topic and further investigate its relationship to the team members' experiences to ascertain the commonalities and the differences. Additional research and analysis will be required. The student team will submit a final deliverable which will include a report along with a final presentation.

Prerequisite(s): OL 465

Minimum Credits: 3

OL 472 - Applied New Venture Creation

This course will explore and practice business creation in an independent and corporate setting. Students will take a multidimensional and team approach to entrepreneurship by exploring innovation, product development, go-to-market strategies, operations, and financing/funding. The course will culminate in a business plan that students can/will launch within the course. Taught by real executives and entrepreneurs from global tech companies.

Minimum Credits: 3

OL 480 - Independent Study

This course allows the student to investigate any organizational leadership subject not incorporated into the curriculum.

Minimum Credits: 1

Maximum Credits: 3

OL 481H - Honors Integrating Experience Year One

Prerequisite(s): Must be enrolled in the 3Year Honors Program

Minimum Credits: 3

OL 482H - Honors Integrating Experience Year Two

Prerequisite(s): Experience is only offered to students in the 3Year Honors Program

Minimum Credits: 3

OL 490 - Business Administration Internship

This is a semester-long, supervised, career- related work experience. A final written analysis of the work program or a specific project report and monthly on-the-job reports aid the student in relating academics to practice. Offered every year.

Minimum Credits: 0

Maximum Credits: 12

OL 492 - Business Studies Internship

Offered every year.

Minimum Credits: 0

Maximum Credits: 12

OL 500 - Human Behavior in Organizations

This course is a study of individuals and groups and their interaction. Students examine theories of motivation, communication, leadership, power and change with practical relation to contemporary issues. They also study organizations for key design variables and reward systems aimed at improved performance and organizational efficiency through employee motivational programs, participative management and cooperative decision making.

Minimum Credits: 3

OL 600 - Strategic Human Resource Management

This course emphasizes the strategic role of the human resource manager in performing functions of recruitment, hiring, training, career development and other contemporary processes within the organizational setting. It serves as an introduction to the areas of compensation, collective bargaining, affirmative action and other regulatory procedures and requirements as they relate to contemporary applications in organizations.

Minimum Credits: 3

OL 610 - Employee and Labor Relations

This is a study of public and private labor relations and methods of dispute resolution that stresses labor agreement administration, grievance procedures and arbitration. It includes the examination of the history of union-management relations, bargaining and negotiation strategies. The limitations of the use of power also are studied.

Prerequisite(s): OL 500 and OL 600

Minimum Credits: 3

OL 620 - Total Rewards

This course examines the compensation and benefits functions within the organizational structure and ways they impact the management function. Topics include job analysis, surveys, wage scales, incentives, benefits, HRIS systems and pay delivery administration. Students design a compensation and benefits program as a course outcome.

Prerequisite(s): OL 500 and OL 600

Minimum Credits: 3

OL 630 - Entrepreneurship and Small Business Management

This course is a study of entrepreneurship and small businesses from a management standpoint and includes the analysis of research, marketing, taxes, forms of business, capital and venture capital opportunities. Students complete a real- world project or Small Business Institute consultancy.

Minimum Credits: 3

OL 635 - Consulting

Students examine consulting, from defining what a consultant is to analyzing the problems and expenses involved in starting a consulting business. Topics include promotion, establishment of a client list, computers that support consulting and contracts. Minimum Credits: 3

OL 640 - Franchising

Topics include research, analysis, evaluation, financing and legal requirements of existing and potential franchises. Also included are methodologies of the franchise agreement, the operating manual, the Uniform Franchise Offering Circular (UFOC), and research and marketing theory and practice. Students prepare a research paper based on a real or proposed franchise. The course also examines international franchising. Background preparation: 3 credit hours in marketing and business law or the equivalent.

Minimum Credits: 3

OL 660 - Redesigning Middle Management

This course addresses the 10 management roles defined by Mintzberg and the three skill areas identified by Katz as applied to the middle management role traditionally found in organizations. Based on research and a review of the literature on Total Quality Management, Reengineering, and the Learning Organization, the course will outline and enable students to develop a new role for middle managers in a contemporary organizational setting.

Prerequisite(s): OL 500 and OL 600

Minimum Credits: 3

OL 663 - Leading Change

This course focuses on transforming organizations by introducing Kotter's eight processes by which leaders effect change. Because organizations, leaders, and employees differ, various techniques and strategies are examined. The course integrates Kotter's processes for leading change, organizational development and transformation theory and practice, and analysis of an organization which has effected systematic change. The use of work teams as a key change factor will have special emphasis.

Minimum Credits: 3

OL 665 - Leading/Managing Not-For-Profit Orgs

This course is a study of planning, budgeting, control and other management activities in the context of the not-for-profit institution.

Minimum Credits: 3

OL 670 - Organizational Leadership

This course combines theory and practice by encouraging students to learn traditional and contemporary leadership theories and apply them to the analysis of the behavior of business managers, entrepreneurs and other recognized individuals. This course includes readings, cases, exercises and numerous examples of effective leadership models. Areas covered include the societal evolution of leadership; the leadership roles of strategy, vision and transformational change; the development of leaders; the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and current popular approaches to leadership theory.

Prerequisite(s): OL 500 and HOS 550

Minimum Credits: 3

OL 675 - Leadership and Ethics

Leadership and Ethics is a course that focuses on the ways current and emerging leaders assess the values that influence their actions. The course draws on the rich tradition of great thinkers as well as the extensive body of leadership literature to examine the critical role ethics plays in leadership. The course, conducted in seminar format, is a process course. It is only through thoughtful reading, reflections, writing, and discussion that students are able to recognize and shape the qualities they

see valuable for their own leadership roles, both personally and professionally.

Minimum Credits: 3

OL 676 - Women in Leadership

This course is designed to create a supportive environment where both women and men can learn about challenges and opportunities facing women in the workplace. Historically, women have had less access to leadership positions; however, over the past fifty years they have made tremendous strides to succeed in all levels of organizations. Topics will include why women matter and reasons for inequities in the workforce, the historical context of women and leadership, do men and women lead differently, work/life/family balance issues, professional skill development (networking, mentoring, negotiation, risk-taking), entrepreneurship and executive leadership, advancing societies by advancing women and strategies and tactics for women to act as change agents.

Minimum Credits: 3

OL 690 - Responsible Corporate Leadership

Students investigate the nature of the environments in which business enterprises conduct their operations in order to determine the actual and desirable levels of attentiveness and responsiveness of business managers to the relationship between the enterprise and society.

Minimum Credits: 3

OL 750 - Contemporary Issues in Organizational Leadership

This is the capstone course for the M.S. in organizational leadership. Students examine contemporary issues challenging leaders of the postmodern organization. Using a case-based approach, students will examine specific issues under the broader themes of leadership, team- work, quality, change, organizational structure and trustworthiness. Within the context of these themes, students will be exposed to the latest trends that have begun and will continue to challenge organizational leaders for the foreseeable future. Students develop environmental scanning techniques that will assist them in the identification of potentially new areas for opportunities as well as develop an understanding of some systems changes already under way in the business environment.

Prerequisite(s): OL 500 and OL 600 and OL 670 and OL 690

Minimum Credits: 3

Ph.D. Doctoral Courses

DOC 890 - Doctoral Colloquium

The doctoral colloquium provides a forum for students to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing research and the final draft of the dissertation and receiving the approval of the chairperson, the student makes an oral presentation defending his or her dissertation for the committee and any other interested individual. Approval of all members of the dissertation committee is necessary for successful completion of the doctoral program. Students generally register for a minimum of three terms of doctoral colloquium.

Minimum Credits: 3

DOC 950 - Dissertation Status

Minimum Credits: 0

INT 890 - Doctoral Colloquium

The doctoral colloquium provides a forum for students to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing research and the final draft of the dissertation and receiving

the approval of the chairperson, the student makes an oral presentation defending his or her dissertation for the committee and any other interested individual. Approval of all members of the dissertation committee is necessary for successful completion of the doctoral program. Students generally register for a minimum of three terms of doctoral colloquium.
Minimum Credits: 3

Philosophy

PHL 111 - Introduction to Critical Thinking

What makes a good argument? Are some beliefs better than others? Why should we believe in a certain view? This course is an introduction to critical thinking and reasoning, and demonstrates philosophy's practical value for effectively solving problems, communicating ideas, achieving goals, and uncovering truth. Students will challenge assumptions, evaluate arguments from different perspectives, and articulate positions on contemporary issues. This course draws from students' own experience, asking them to examine real-world situations and case studies in order to apply critical thinking to actual practice. Critical thinking skills and strategies in this course are foundational and directly applicable to a variety of future professional or personal endeavors.

Minimum Credits: 3

PHL 210 - Introduction to Philosophy

This course provides a general introduction to the big questions of philosophy, including questions of existence, knowledge, freedom and meaning. The purpose of the course is to introduce students to great thinkers and theories while engaging them in the exploration of the same beginning questions applied to contemporary issues. Offered every semester.

Minimum Credits: 3

PHL 212 - Introduction to Ethics

This course introduces students to ethical theory or the study of how people make decisions about how to treat one another. It emphasizes the historical and theoretical development of answers to such questions as: What kind of a person do I want to be? and how do we figure out what the right thing to do is?

Minimum Credits: 3

PHL 214 - Formal Logic

This course is a study of the fundamental principles of correct and incorrect argument, historical forms of deductive logic, and the significance of language and clear verbalization. Offered as needed.

Minimum Credits: 3

PHL 230 - Religions of the World

This course reviews the emergence of various belief systems and their differences and similarities. Students explore the role of religious belief in the course of human history. Whenever possible, speakers representing various religions are invited to the class. Special emphasis is given to the five major religions: Hinduism, Buddhism, Judaism, Christianity and Islam. Global marker.

Minimum Credits: 3

PHL 246 - Understanding Non-Western Philosophy

This course, which focuses on classics from non-Western traditions, is meant to enrich students' understanding of philosophical works that have shaped entire cultures. Selections are drawn from the literary, religious and philosophical works of Africa and western, southern and eastern Asia, giving students a greater appreciation of the contemporary world and basic philosophical issues. Global marker.

Minimum Credits: 3

PHL 314 - Political Theory

This course explores the diversity of conceptions of the individual, the state, politics, and "the good life" that animate contemporary societies and their critics, with an emphasis on the contributions of Western political theorists of both ancient and modern times to contemporary currents of political thought. This course places special emphasis on the social and cultural contexts in which these theorists lived and worked as factors that helped to shape their political ideas. The theorists covered may vary from semester to semester.

Prerequisite(s): ENG 121 or ENG 200 and POL 210 or PHL 210

Minimum Credits: 3

PHL 316 - Business Ethics

This course is a philosophical study of moral issues in business. Topics include corporate responsibility, conflicts of interest, morality in advertising, preferential hiring (e.g., minorities and women), personal morality versus employer loyalty, and cultural theoretical issues and their impact on business decisions. Offered every semester.

Minimum Credits: 3

PHL 363 - Environmental Ethics

This course analyzes the application of ethical theory to moral questions about the environment. A number of different traditions in environmental ethics will be discussed and their strengths and weaknesses evaluated by applying them to practical moral problems.

Minimum Credits: 3

PHL 480 - Independent Study

This course allows the student to investigate any philosophy subject not incorporated into the curriculum. Offered as needed.

Minimum Credits: 3

Physics**PHY 101 - Principles of Physics**

Principles of Physics explores the major topics of physics: thermodynamics and energy, forces and motion, electromagnetism, the nature of the solar system, relativity and gravity.

Minimum Credits: 3

PHY 103 - Earth System Science

Earth Science presents the basic dynamics of cycles and processes of the Earth, including an overview of the origin of the planet, its physical and chemical composition, and geological and chemical interactions. The course culminates in a discussion of the current health of the planet and examines related environmental issues and evidence.

Minimum Credits: 3

Political Science

POL 210 - American Politics

This course offers a broad introduction to the structure and function of the American political system at the national level, including the roles played by the president, Congress, the courts, the bureaucracy, political parties, interest groups and the mass media in the policy-making and electoral processes. This course places special emphasis on how the efforts of the framers of the Constitution to solve what they saw as the political problems of their day continue to shape American national politics in ours.

Minimum Credits: 3

POL 211 - International Relations

This course offers a broad introduction to the study and practice of international relations, including the roles played by states and nations, non-state actors, national interests, power, morality and international law. This course places special emphasis on realism and idealism as alternative approaches to the study and practice of international relations and on their implications for ongoing efforts to construct a peaceful and prosperous global political system in the aftermath of the Cold War. Global marker.

Minimum Credits: 3

POL 305 - State and Local Government

This course explores the structure and function of state and local governments in the United States, with an emphasis on their roles as partners with the federal government in a system of cooperative federalism. This course places a special emphasis on how the peculiar features of the American political system shape the ability of state and local governments to cope with issues of pressing public policy concern, such as educational quality, racial discrimination, poverty and environmental protection. The issues covered may vary from semester to semester.

Prerequisite(s): GOV 110 or POL 210

Minimum Credits: 3

POL 306 - The American Legal Tradition

This course offers a broad introduction to the American legal tradition, including the structure and function of the courts, the legal profession, legal education, and the politics of judicial selection. As an introduction to what it means to "think like a lawyer" in the United States, students learn how to write parts of a predictive legal memorandum of the type that first-year law students learn how to write, in which they analyze a legal issue of concern to hypothetical clients by applying the reasoning and conclusions in selected judicial opinions to the facts of the clients' case.

Prerequisite(s): GOV 110 or POL 210

Minimum Credits: 3

POL 314 - Political Theory

This course explores the diversity of conceptions of the individual, the state, and "the good life" that animate contemporary societies and their critics, with an emphasis on the contributions of Western political theorists of both ancient and modern times to contemporary currents of political thought. This course places special emphasis on the social and cultural contexts in which these theorists lived and worked as factors that helped to shape their political ideas. The theorists covered may vary from semester to semester. Writing intensive course.

Prerequisite(s): ENG 121 or ENG 200 and POL 210

Minimum Credits: 3

POL 316 - Legal Reasoning and the Constitution

This course explores the reasoning process by American courts in resolving constitutional disputes. It is modeled on a first-year law school course. The readings consist almost exclusively of abbreviated U.S. Supreme Court opinions in civil liberties and civil rights cases. Students learn how to write brief, formal summaries of these opinions of the type that first-year students in

American law schools learn to write, and are expected to participate actively in the type of in-class Socratic dialogues that are the standard method of instruction in American law schools.

Prerequisite(s): POL 306

Minimum Credits: 3

POL 317 - Campaigns and Elections

Campaigns and elections are central features of the American democratic process. This course will provide students with a deeper appreciation of how campaigns and elections set the rhythm of American political life and shape the functioning of our governmental system. Students will develop an in-depth understanding of the mechanics of political campaigns, with a special emphasis on electoral strategy, media relations, and voter mobilization. Students will use these concepts to analyze key elections during pivotal moments in our nation's political history. The course will also include considerable discussion of the role that our own New Hampshire Primary plays in the electoral process.

Prerequisite(s): GOV 110 or POL 210

Minimum Credits: 3

POL 324 - Congress and the Legislative Process

This course explores the structure and function of the Congress of the United States, with an emphasis on its role as a legislative body in a system of government characterized by the separation of powers and checks and balances. The topics covered include the congressional leadership structure, the committee system, major rules and procedures, legislative-executive relations, congressional elections, and representation, and may vary from semester to semester.

Prerequisite(s): POL 210

Minimum Credits: 3

POL 326 - World Legal Traditions

This course explores the history and contemporary significance of the world's major legal traditions, including the common law, civil law, and other municipal legal traditions, and the international law tradition. Students compare and contrast the essential features of these traditions, and explore how they shape what it means to "think like a lawyer" in the United States, in many foreign countries, and internationally.

Prerequisite(s): POL 211 and POL 306

Minimum Credits: 3

POL 336 - Advocacy and the Law

This course aims to dispel some of the myths about lawyers as advocates that are perpetuated by popular culture and the mass media in the United States. Students spend much of the course exploring case studies that illustrate the ethical dilemmas faced by lawyers as advocates in the American legal system, the ethical rules that govern their behavior as a condition of their license to practice law, and the fates that befall them when they fail to fulfill their ethical obligations. In addition, students learn how to write parts of an appellate legal brief of the type that first-year law students in American law schools learn how to write, and how to make an appellate oral argument on behalf of hypothetical clients in a moot court setting.

Prerequisite(s): POL 316

Minimum Credits: 3

POL 362 - The American Presidency

This course highlights central themes in the historical development, organization, and functioning of the American presidency. From the origins of our Constitution through two centuries of institutional development and up to the present day, this course will provide students with an in-depth understanding of the dynamics of presidential behavior. Special emphasis will be placed on the growth of presidential power in both foreign and domestic policy and on the central role that presidential elections play in our national politics. Students will learn to view the American presidency as a complex institution, one that requires the president to simultaneously play multiple political roles, including commander-in-chief, legislator, communicator, civic leader and candidate.

Prerequisite(s): POL 210

Minimum Credits: 3

POL 410A - Semester in Washington, D.C./Politics Field Experience

This course is the vehicle through which students receive POL course credit for participation in all but the seminar component of SNHU's Semester in Washington, D.C., in the field of politics. The program promotes experiential learning through civic engagement and other activities. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. Space in the program is limited, so students must notify the SNHU law and politics program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's web site (www.twc.edu) and the SNHU law and politics program coordinator. This course is taken concurrently with POL 410B.

Prerequisite(s): POL 210 or POL 211

Minimum Credits: 12

POL 410B - Seminar in Washington, D.C./Politics Seminar

This course is the vehicle through which students receive POL course credit for the seminar component of SNHU's Semester in Washington, D.C., in the field of politics. The Seminar in Washington is hosted by the Washington Center for Internships and Academic Seminars. Space in the program is limited, so students must notify the department chair or program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information, see the Washington Center's web site (www.twc.edu) and the SNHU department chair or program coordinator. This course is taken concurrently with POL-410A.

Prerequisite(s): POL 210 or POL 211

Minimum Credits: 3

POL 413A - Semester in Washington, D.C./ Pre-Law Field Experience

This course is the vehicle through which students receive POL course credit for participation in all but the seminar component of SNHU's Semester in Washington, D.C., in the field of pre-law. The program promotes experiential learning through civic engagement and other activities. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. Space in the program is limited, so students must notify the SNHU law and politics program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's web site (www.twc.edu) and the SNHU law and politics program coordinator. This course is taken concurrently with POL 413B.

Prerequisite(s): POL 306

Minimum Credits: 12

POL 413B - Seminar in Washington, D.C.: Pre-Law Seminar

This course is the vehicle through which students receive POL course credit for the seminar component of SNHU's Semester in Washington, D.C. in the field of pre-law. The Semester in Washington is hosted by the Washington Center for internships and Academic Seminars. Space in the program is limited, so students must notify the department chair or program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information, see The Washington Center's web site (www.twc.edu) and the SNHU department chair or program coordinator. This course is taken concurrently with POL 413A.

Prerequisite(s): POL 306

Minimum Credits: 3

POL 480 - Independent Study

This course offers students an opportunity to study any political topic not covered in any course listed in the catalog, under the supervision of a political science faculty member.

Minimum Credits: 3

POL 490 - Political Science Internship

See an academic advisor for requirements and details.

Minimum Credits: 0

Maximum Credits: 12

Psychology

PSY 108 - Introduction to Psychology

This course is an introduction to various areas of psychology, including scientific investigation, motivation, personality, intelligence, behavioral deviation, perception, learning and human development. It provides a basis for further study in related areas. Offered every semester.

Minimum Credits: 3

PSY 108H - Honors Introduction to Psychology

Minimum Credits: 3

PSY 201 - Educational Psychology

This course emphasizes the nature of human learning, with a study of the concepts of readiness, motivation, retention, individual differences, development, reasoning and measurement in relation to the learning process. Consideration of the psychological principles of testing and learning technology are also emphasized. Offered as needed. Writing intensive course.

Prerequisite(s): PSY 108 or PSY 108H

Minimum Credits: 3

PSY 205 - Forensic Psychology

Students will learn how psychology, as a science and a practice, applies to questions and issues relating to law and the legal system. Emphasis will be placed on witness testimony and the social psychology of the courtroom. Topics will include recovered memories, adolescent violence and murder, strategies for interviewing witnesses, expert testimony, and factors influencing the credibility of witnesses, victims and offenders.

Prerequisite(s): PSY 108 or PSY 108H

Minimum Credits: 3

PSY 211 - Lifespan Development

Students in this course study physical and psychological development from the prenatal period to death. Patterns of human development also are considered. Offered every year.

Prerequisite(s): PSY 108 or PSY 108H

Minimum Credits: 3

PSY 215 - Psychology of Abnormal Behavior

This course offers students an opportunity to better understand human behavior. It also studies the similarities and differences between normal and abnormal reactions to environmental stimuli. Offered every year.

Prerequisite(s): PSY 108 or PSY 108H

Minimum Credits: 3

PSY 216 - Psychology of Personality

Personality is studied using theories, applications, and individual and group patterns of behavior formation. Offered every year.

Prerequisite(s): PSY 108 or PSY 108H

Minimum Credits: 3

PSY 223 - Research I: Statistics for Psychology

How do psychologists organize, summarize, and interpret information? Students in this course study applications of statistical methods in psychological research and practice. The emphasis of the course is on the conceptual understanding of statistics so that students can read and conduct psychological research; those skills will be applied to students' original projects in Research Methods II: Methodology & Design. Computation of tests will be conducted on the computer. Students will build upon statistical knowledge and develop an in-depth conceptual and practical understanding of hypothesis testing, tests of significance, standardization, correlation, and analysis of variance in a wide variety of psychological uses. Students will learn the theory of statistical decisions, practical application of statistical software, and how to analyze journal articles. This course typically should be completed during the first semester of the sophomore year.

Prerequisite(s): MAT 240

Minimum Credits: 3

PSY 224 - Research II: Scientific Investigations

Students in this course will develop an understanding a variety of research methods, including experimental, survey, correlation and case-history techniques. They will become aware of the strengths and weaknesses of each method and understand when each method is best used. Offered every year. Writing intensive course.

Prerequisite(s): PSY 108 or PSY 108H and MAT 240 or MAT 245

Minimum Credits: 3

PSY 225 - Health Psychology

This course introduces students to the field of health psychology through an exploration of ways in which the biopsychosocial (holistic) model is applied to promote health and improve coping with illness. Topics include health beliefs and behaviors, delay in seeking medical care, factors influencing individuals' responses to the health care system and practitioners, acute and chronic illness, treatment adherence, pain and pain management, stress and coping, social support and psychoneuroimmunology.

Offered as needed.

Prerequisite(s): PSY 108 or PSY 108H

Minimum Credits: 3

PSY 230 - Psychology of Individual Differences and Special Needs

This course provides knowledge and understanding of exceptional children and adolescents. The approach is theoretical and practical. Offered as needed.

Prerequisite(s): PSY 108 or PSY 108H

Minimum Credits: 3

PSY 257 - Social Psychology

Social psychology is an interesting, dynamic study of how people's thoughts, feelings and actions are affected by others. Issues discussed include prejudice, conformity, interpersonal attraction and violence. The scientific methods of studying such phenomena are emphasized. Offered as needed.

Prerequisite(s): PSY 108 or PSY 108H

Minimum Credits: 3

PSY 258 - Industrial Organizational Psychology

Industrial/Organizational Psychology is an applied field in psychology focused to improve the effectiveness of the workplace through research, assessment and interventions allowing for enhancement of the office climate, improvement of group and individual performance and overall organizational goals. I/O psychologists work in a wide variety of organizational settings including human resource agencies, professional administration, marketing, consulting, training and development, and university teaching.

Prerequisite(s): PSY 108 or PSY 108H

Minimum Credits: 3

PSY 291 - Experiential Learning

This course is an entry-level, experience-based course that focuses on community psychology, career opportunities, and academic direction. Through volunteer hours and course content, students deepen their understanding of mental health and community-based human services. Application for placement must be completed before the end of the previous semester/term.

Prerequisite(s): PSY 108 or PSY 108H

Minimum Credits: 3

PSY 300 - Biopsychology

This course explores how the brain influences our behaviors, thoughts, and feelings. Topics include: evolution, genetics, anatomy and function of the nervous system, psychopharmacology, brain dysfunction, neuropsychological testing, sleep and circadian rhythms, neuroplasticity, emotions, and mental illness.

Prerequisite(s): PSY 108 or PSY 108H

Minimum Credits: 3

PSY 305 - Cognitive Psychology

Cognitive psychology focuses on mental processes; we explore research and theory relating to memory, thinking, problem-solving, and language. Applied topics will include learning skills to help improve memory, accommodating memory/language disorders, such as Alzheimer's disease and dyslexia, and understanding how brain scanning techniques can be used to understand memory.

Prerequisite(s): PSY 108 or PSY 108H

Minimum Credits: 3

PSY 307 - Sensation and Perception

This course will be an exploration of how we come to know the world through our visual experiences and how those experiences are shaped by prior knowledge, context, and ideas. As such we will cover neurobiological aspects of sensation pertaining to the eye and the brain, and we will cover aspects of higher-order perceptual phenomena, such as object-perception, color, motion, illusions, and representation and art. Students should gain an appreciation for and conversance in the empirical and philosophical complexity of visual experience.

Prerequisite(s): PSY 108

Minimum Credits: 3

PSY 310 - Criminal Psychology

This course will provide the student with insights about crime from a psychological perspective. Specifically, the course will focus on how a criminal offender is influenced by multiple systems within the psychosocial environment. This course examines and evaluates the role of psychological factors in understanding the motives behind antisocial acts. Throughout the course, students will acquire knowledge and practice in the application of psychological methods to understanding criminal behavior.

Prerequisite(s): PSY 108

Minimum Credits: 3

PSY 314 - Disorders of Childhood and Adolescence

This course focuses specifically on an introduction to the classification of disorders of childhood and adolescence and the treatment approaches that currently are available. Knowledge students obtain in PSY 215 is essential for understanding the etiology and manifestation of these disorders, as well as the impact on the individual, family and society. Current field research and case studies will be used. Offered as needed.

Prerequisite(s): PSY 108 or PSY 108H and PSY 211

Minimum Credits: 3

PSY 315 - Counseling Process and Techniques

This course examines the history and philosophy of specific helping professions in the fields of psychology, sociology and human services. Several broad theoretical perspectives will be studied and applied in role-play situations. Offered as needed.

Prerequisite(s): PSY 108 or PSY 108H and PSY 216

Minimum Credits: 3

PSY 317 - Reading and Research in Psychology

This course allows students to pursue a supervised psychology research project with a full-time psychology faculty member. This course consists of a seminar and/or individual meetings, and the topic is to be arranged by the student and instructor. May be repeated for credit; three repetitions count as one psychology elective.

Minimum Credits: 1

PSY 319 - Social Development: Child and Adolescent

The purpose of this course is to expose students to theory and research concerning infants', children's, and adolescents' social and personality development. This course will focus on how individuals become members of their social world, including how we conceptualize the social world, interact with parents and caretakers, develop social relationships with peers, and interpret, analyze, and respond to cultural messages and ideologies. We will discuss these issues through analysis of the theoretical and research literature.

Prerequisite(s): PSY 211

Minimum Credits: 3

PSY 321 - Issues in Childhood Development

This course focuses on psychological development from infancy through late childhood. Research and theoretical perspectives will be used to help students understand contemporary issues central to childhood development, including: biological, cognitive, and social-emotional characteristics of development and the interplay between them. A highlight of this course is that we will apply developmental psychology to current issues. Please note that this class replaces PSY-311.

Prerequisite(s): PSY 108 and PSY 211

Minimum Credits: 3

PSY 322 - Issues in Adolescent Development

Adolescence is a fascinating time of life because of the many psychological and physical changes that occur, as well as the cultural and historical issues surrounding these changes. This course focuses on psychological development from pre-adolescence through emerging adulthood. Research and theoretical perspectives will be used to help students understand contemporary issues central to adolescence, including: puberty, cognition, morality, identity, relationships, sexuality, school, work, culture, and challenges faced by adolescents. Adolescence will be discussed both as a distinct stage of life, and as an integral component of development across the life span.

Prerequisite(s): PSY 108 and PSY 211

Minimum Credits: 3

PSY 331 - Human Sexuality

This course deals with sex as it relates to the individual, family, group and society. While this is a psychology course, some techniques and knowledge from the biological and social sciences and the humanities are used. Academic achievement and the development of personal insights are the expected results of this course. Offered as needed.

Prerequisite(s): PSY 108 or PSY 108H

Minimum Credits: 3

PSY 335 - Assessment and Testing

Students in this course will become aware of the use and abuse of psychometric techniques. Specific techniques that currently are used will be introduced and understood. While knowledge about specific tests may be somewhat limited, students will obtain knowledge and the types of tests and techniques available. Offered every year.

Prerequisite(s): PSY 108 or PSY 108H and MAT 240 or MAT 245

Minimum Credits: 3

PSY 443 - Psychology Internship

Offered every year.

Prerequisite(s): PSY 108, PSY 211, PSY 215, PSY 216, and PSY 224

Minimum Credits: 3

Maximum Credits: 12

PSY 444 - Senior Seminar in Psychology

This capstone course integrates previous classroom and practical experience with a focus on current issues in psychology. This course likely will include cross-cultural aspects of psychology, ethics, recent career trends in psychology and other topics dictated by current events in psychology. Coverage may change over time, but the basic focus on integrating the past and anticipating the future for psychology seniors will be the major concern. Offered every year. Writing intensive course.

Prerequisite(s): PSY 211, PSY 215, PSY 216 and PSY 224

Minimum Credits: 3

PSY 480 - Independent Study

This course allows the student to investigate any psychology subject not incorporated into the curriculum. Offered as needed.

Minimum Credits: 3

PSY 510 - Research Methods in Psychology I

In this course, students will have the opportunity to incorporate the methods commonly used in psychological research. As part of these methods, students learn how to gather and analyze data across a variety of settings. These newly acquired skills and techniques will be reinforced by application to a contemporary issue in cognitive psychology.

Minimum Credits: 3

PSY 520 - Research Methods in Psychology II

In this course, students will develop a deeper understanding of the research process and data analysis by applying skills learned in PSY 510 and building on them with new skills and techniques including advanced research design and use/interpretation of higher-level statistical tests (ANOVA, regression, etc.). These newly acquired skills and techniques will be reinforced by application to a contemporary issue in cognitive psychology.

Prerequisite(s): PSY 510

Minimum Credits: 3

PSY 530 - Advanced Social Psychology

This course expands on the student's knowledge of social psychology and includes major topics from that field. The focus of this course is on contemporary social psychology issues and research related to people's interactions with the environment, technology, and society, as well as classic studies and theories in the field including those related to conformity, obedience, identity, and attitudes that remain relevant. Students will evaluate the perspectives, relevancy, and usefulness of social psychology to real world issues and problems.

Minimum Credits: 3

PSY 540 - Advanced Cognitive Psychology

This course expands on the student's knowledge of cognitive psychology and includes major topics from that field. The focus of this course is on contemporary cognitive psychology issues and research related to people's mental processes and how these impact their interactions with the environment, technology, and society, as well as classic studies and theories in the field including those related to memory, language, attention, learning, and decision-making that remain relevant. Students will evaluate the perspectives, relevancy, and usefulness of cognitive psychology to real world issues and problems.

Minimum Credits: 3

PSY 550 - Measurement and Assessment

In this course, students will have the opportunity to learn and apply psychometric techniques commonly used in psychology. This course will instruct students on measurement techniques and strategies for psychological purposes, as well as the analysis and assessment of gathered data.

Prerequisite(s): PSY 510 and PSY 520

Minimum Credits: 3

PSY 560 - Theories of Personality

This course will emphasize contemporary theories, research, and approaches in personality psychology, connecting these to classic theorists such as Freud as well as other historical traditions and perspectives. The past and present impact of these theories within the ever-changing field of psychology will be explored, as well as the impact they have on culturally diverse clients and special populations.

Minimum Credits: 3

PSY 570 - Ethical Practice in Psychology

This course provides a comprehensive overview of the principles of ethical practice within the field of psychology. Topics include experimentation, confidentiality, respect, resolving ethical dilemmas, professional standards of conduct, and the psychology of ethical behavior.

Minimum Credits: 3

PSY 612 - Motivation in the Workplace

This course will cover the psychological theories of motivation and how they relate to the workplace as well as the field of industrial organizational psychology. It will explore factors that motivate individuals in organizational settings, strategies to identify motivation problems, and ways to address those issues using psychological techniques.

Minimum Credits: 3

PSY 614 - Psychology of Leadership

This course combines theory and practice by addressing contemporary issues and connecting them to psychological theories in the field of organizational leadership. It will utilize research, case studies, and real-world situations to teach students how psychological practices can be used to assess and improve leadership in organizations.

Minimum Credits: 3

PSY 616 - Organizational Consulting

This course will explore the relevant skills needed for a successful organizational consultation by an industrial organizational psychologist. Students will study how to diagnose an organization using psychological methods (measurement), how to develop a strategy to address any issues (assessment), and how to practically carry out that plan (application).

Minimum Credits: 3

PSY 618 - Seminar in Industrial & Organizational Psychology

This course is a culmination of the student's work in industrial organizational psychology. It will bring together the skills learned in the previous courses and requires that students demonstrate their proficiency in the areas of motivation, organizational leadership, and consulting.

Minimum Credits: 3

PSY 632 - Advanced Developmental Psychology

This course expands on the student's knowledge of developmental psychology and includes major topics from that field. Research and theoretical perspectives are used to help students understand contemporary topics central to childhood and adolescent development, including cognition, biology, social factors, and emotions. Students will evaluate the perspectives, relevancy, and usefulness of developmental psychology to real world issues and problems.

Minimum Credits: 3

PSY 634 - Cognitive Neuropsychology

This course covers the neuropsychological approach in examining the connection between the brain and cognitive processes, as well as dysfunctions, from birth to adolescence. It will explore the techniques used to study the brain and behavior as well as contemporary research and issues in the field.

Minimum Credits: 3

PSY 636 - Intervention Strategies

This course introduces students to the major intervention strategies in child and adolescent development. Contemporary strategies will be covered, and traditional approaches and strategies of the field will be examined as needed. Students will also practice applications of the strategies to real-world scenarios.

Minimum Credits: 3

PSY 638 - Child and Developmental Psychology Seminar

This course is a culmination of the student's work in child and adolescent psychology. It will bring together the skills and knowledge learned in the previous courses and requires that students demonstrate their proficiency in the areas of developmental psychology, cognitive neuropsychology, and intervention strategies.

Minimum Credits: 3

PSY 790 - Capstone in Psychology

This capstone course integrates previous coursework and practical experience with a focus on contemporary issues in the student's chosen specialization in psychology. This course focuses on helping students produce a thesis or action research plan on their chosen subject as a culmination of their studies in this graduate program.

Minimum Credits: 3

Public Administration

PAD 330 - Public Administration

This course is designed to introduce students to the basics of public administration and set context around contemporary political, social, economic, and administrative realities. It explores public service organizations, governance, public policies, and institutional-based programs. It also examines, from a multidisciplinary perspective, those essential competencies, values and issues important to public policy at the local, state, national and international levels.

Minimum Credits: 3

PAD 331 - Public Administrative Ethics and Theory

This course will examine the underlying theories of public administration and their impact on community goal achievement. Students will examine supervisory and leadership behaviors in public administration and consider the ethical implications of public administration.

Minimum Credits: 3

PAD 332 - Municipal Government Operations

This course will examine the functions, hierarchy and management of various local government departments. Students will learn the interrelationship of various community departments as well as the roles of leadership and community boards within local government.

Minimum Credits: 3

PAD 340 - Public Fiscal Management

This course will analyze methods of securing public funds, the process of budget makings, and the techniques used by government and public administration in managing public funds.

Minimum Credits: 3

PAD 341 - Disaster Recovery and Response

This course will examine government and community behaviors, responses and recovery efforts following emergencies and disasters. Specific emphasis will be place of service delivery models and strategies, coordination of assistant services, and the dynamics of the recovery process.

Minimum Credits: 3

PAD 630 - Foundations of Public Administration

This course is designed to introduce students to the foundations and constraints that form the environment of the public administration. It will encourage and enable the view of governance issues through the eyes of a public administrator. The course is structured to provide basic skills and set the context of contemporary political, social, economic, and administrative realities. It explores responsive, equitable, effective, efficient, and accountable governance processes, public policies, and institutional-based programs. It also examines, from a multidisciplinary perspective, those essential competencies, values, and issues important to public service organizations and the importance of public policy at the local, state, national and international levels.

Minimum Credits: 3

PAD 631 - Strategic Management in Public Service

This course is designed to provide an academic foundation to applied strategic management in public service. Identifying the factors that differentiate public service from the private sector, strategic planning and the implications those differences have for managers. Emphasis is placed on applied strategic planning and management including how to create a mission statement, conduct a SWOT analysis, conduct a stakeholder analysis, writing goals and objectives, and how to design and implement a performance measurement and management system. Current approaches to strategic management used by federal, state,

local, and non-profit organizations are emphasized.

Minimum Credits: 3

PAD 632 - Foundations of Public Policy

This course is an introduction to the public policy process. Students will develop an understanding of what "political" and "public policy" mean. Topics discussed include why some problems reach the public agenda, why some solutions are adopted, why others are rejected, why some policies appear to succeed while others appear to fail. The course also examines the complexity of policymaking at the national, state, and local levels.

Minimum Credits: 3

PAD 633 - Intergovernmental Relations

This course is designed to demonstrate the challenges and strategies for governance and administration in an institutional environment of fragmented authority and dispersed power. It defines the balance of shared powers between the layers and institutions of government poses and the considerable challenges to policymakers and administrators. Major dimensions of intergovernmental relations: the vertical dimension of federal, states, and local governments, that cooperate, coordinate, and compete for shares of power, and the horizontal dimension in which sub-governments interact with one another. The course examines the structure of American political institutions, the nature of complex policymaking, governance by networks, and the consequences of competition between governments.

Minimum Credits: 3

Quantitative Studies and Operations Management

QSO 300 - Introduction to Operations Management

This course is an introduction to the operations function, which is responsible for the creation of goods and services of the organization. Students will learn the concepts and techniques used in managing operations in manufacturing and service organizations.

Prerequisite(s): MAT 240

Minimum Credits: 3

QSO 310 - Intro to Management of Service Operations

This course is an introduction to the concepts, principles, problems, and practices of successful service operations management. Emphasis is focused on preparing students to identify and apply appropriate management processes to ensure efficient, effective, and quality oriented service operations, while achieving operational excellence. Topics covered include: the role of services in the economy, strategic positioning and internet strategies, environmental strategies, new service development process, managing service expectations, front-office and back-office interface, service quality, yield management, waiting time management, and site selection.

Prerequisite(s): MAT 240

Minimum Credits: 3

QSO 320 - Introduction to Management Science

This course introduces the student to mathematical techniques that may be used to aid decision-making. Topics may include linear programming, PERT, CPM, network analysis and others. Offered once a year.

Prerequisite(s): MAT 240

Minimum Credits: 3

QSO 330 - Introduction to Supply Chain Management

This course focuses on effective supply chain strategies for companies that operate globally with emphasis on how to plan and integrate supply chain components into a coordinated system. Students are exposed to concepts and models important in supply chain planning with emphasis on key tradeoffs and phenomena. The course introduces and utilizes key tactics such as risk pooling and inventory placement, integrated planning and collaboration, and information sharing.

Prerequisite(s): Take MAT 240

Minimum Credits: 3

QSO 340 - Introduction to Project Management

As modern organizations have become more complex, they have also become more project-driven. This course uses a basic project management framework in which the project life-cycle is broken into organizing, planning, monitoring and controlling the project. You will learn the methodologies and tools necessary at each stage for managing the projects effectively in terms of time, cost, quality, risk and resources.

Prerequisite(s): MAT 240

Minimum Credits: 3

QSO 345 - Project Management for CAPM® Certification

This course teaches the five process groups and nine knowledge areas described in the Project Management Body of Knowledge (PMBOK®) of the Project Management Institute (PMI®). The course is designed to help students prepare for the Certified Associate in Project Management (CAPM®) certification exam. However, it neither guarantees to help satisfy the eligibility requirements for taking the CAPM® certification exam nor ensures success on the CAPM® certification exam.

Minimum Credits: 3

QSO 360 - Introduction to Six Sigma Quality

This course teaches the fundamental tools and techniques used to improve service and manufacturing processes through the Define-Measure-Analyze-Improve-Control (DMAIC) methodology of Six Sigma quality management. Statistical process control, design and analysis of statistical experiments, process mapping, cause-and-effect diagram, 5S methodology, and process waste identification via lean techniques, are the major topics of this course.

Prerequisite(s): MAT 240

Minimum Credits: 3

QSO 440 - Topics in Project Management

This course covers advanced topics in project management such as project risk, project integration, project quality, and project procurement. Advanced project selection, planning, and control methods of project management are taught with hands-on applications of Oracle Crystal Ball and MS Project. Students will learn the knowledge and skills of an experienced project manager by creating a detailed project plan for a real-world project.

Prerequisite(s): QSO 340

Minimum Credits: 3

QSO 490 - Quantitative Studies Internship

This course will enable the School of Business undergraduate students to gain valuable work experience within the operations or project environment. The objective is to give the students an opportunity for practical application of operations/project management concepts and techniques learned in the classes and complement the course work. The student must complete a minimum of 150 hours on the internship per 3 credits. Students may complete 3 - 12 credit hours of QSO 490.

Minimum Credits: 3

Maximum Credits: 12

QSO 500 - Business Research

This course presents an overview of the various primary and secondary research methodologies used in the business world and the application of statistical techniques to those strategies. The focus of this course is the design and execution of a practical, primary research. It is recommended that this course be one of the first three taken in degree programs in which it is required.

Background preparation: 3 credit hours in statistics.

Minimum Credits: 3

QSO 510 - Quantitative Analysis for Decision Making

This is a survey of the mathematical, probabilistic and statistical tools available for assisting in the operation and management of industrial organizations. Background preparation: 6 credit hours in mathematics and 3 credit hours in statistics, or the equivalent.

Prerequisite(s): MBA 501

Minimum Credits: 3

QSO 520 - Management Science through Spreadsheets

This is an application-oriented course that will provide students with a working knowledge of the most commonly used Management Science/Operations Research techniques such as linear programming, integer programming, goal programming, nonlinear programming, network modeling, queuing theory and simulation. The students will learn how to combine the power of the management science and spreadsheets to model and solve a wide variety of business problems.

Prerequisite(s): QSO 510

Minimum Credits: 3

QSO 530 - Applied Statistics for Managers

This course will provide the students with statistical tools and techniques that will enable them to make an immediate impact in their careers. This course will be realistically oriented and numerous business examples and cases will be analyzed.

Prerequisite(s): MBA 501

Minimum Credits: 3

QSO 600 - Operations Management

This is a study of the concepts of production and operations and of a variety of methods and techniques used in their management. Background preparation: 6 credit hours in economics.

Prerequisite(s): QSO 510

Minimum Credits: 3

QSO 610 - Management of Service Operations

This course is intended to help students prepare for management opportunities in service firms that represent the fastest-growing sector of the economy. The material focuses on the role and nature of service operations, and the relationship of operations to other business functions. The students will develop skills and learn techniques for effective management of service operations.

Prerequisite(s): QSO 510

Minimum Credits: 3

QSO 620 - Six Sigma Quality Management

This course is designed to provide an understanding of the design and implementation of quality control and improvement systems. It is an introduction to current quality management approaches, statistical quality control and quality improvement techniques. ISO-9000 also will be discussed. Case studies and the use of computer technology will be integral to the course.

Prerequisite(s): QSO 510 or QSO 530

Minimum Credits: 3

QSO 625 - Six Sigma for Black Belt Certification

This course teaches advanced concepts in Six Sigma while incorporating Lean Management tools. Students learn waste elimination, value stream mapping, Six Sigma roles and responsibilities, team management, and the various elements of the Define-Measure-Analyze-Improve-Control (DMAIC) phases of a Six Sigma project. The Design for Six Sigma (DFSS) approach to design a new process is also reviewed. The course is designed to help students prepare for a Six Sigma Black Belt certification exam. However, it neither guarantees to help satisfy the eligibility requirements for taking a Six Sigma Black Belt certification exam nor ensures success on a Six Sigma Black Belt certification exam.

Prerequisite(s): QSO 620

Minimum Credits: 3

QSO 630 - Supply Chain Management

This course analyses the role and activities of those involved in supply chain management decision making. It emphasizes the importance of transportation planning, inventory control, warehouse management, development of customer service standards, and procurement in the design and operation of supply and distribution systems. The importance of information systems and the internet in supporting such activities is also discussed. Special attention is given to the close working relationships with managers in other functional areas including information systems, marketing, and international operations.

Prerequisite(s): QSO 510

Minimum Credits: 3

QSO 635 - International Supply Chain Management

The U.S. economy is becoming increasingly global in nature. We are marketing and distributing more products in foreign nations, locating plants and other facilities internationally, and are buying from foreign companies. This course provides a comprehensive understanding of the supply chain management function related to the international environment in terms of business/cultural customs, legal considerations, purchasing strategies, financial aspects, and international distribution.

Prerequisite(s): MBA 501

Minimum Credits: 3

QSO 640 - Project Management

This course includes the study of concepts, tools, and practices of project management. The course adopts a managerial process approach to Project Management, which consists of initiating, planning, executing, controlling and closing the project. Major topics will include project scope, project time, project cost, project quality, project risk, project resources, project communications and how to be an effective project manager. Cases are utilized to integrate the learning in the course and provide decision-making experience for the student.

Prerequisite(s): MBA 501

Minimum Credits: 3

QSO 645 - Project Management for PMP® Certification

This course teaches the following concepts contained in A Guide to the Project Management Body of Knowledge, (PMBOK® Guide) - Fourth Edition, Project Management Institute, Inc., 2008: the five process groups (Initiating, Planning, Executing, Monitoring and Controlling, and Closing), the nine knowledge areas (Integration, Scope, Time, Cost, Quality, Human Resources, Communications, Risk, and Procurement), process inputs and outputs, process tools and techniques, and professional and social responsibilities. The course is designed to help students prepare for the Project Management Professional (PMP®) exam. The course satisfies the educational requirement of 35 hours of project management education for the PMP® exam. However, it does not guarantee success on the PMP® exam (PMP and PMBOK are registered marks of the Project Management Institute, Inc.).

Minimum Credits: 3

QSO 680 - Seminar in Project Management

Project management is a core skill in today's fast-moving business environment. Project managers are required to manage complex, time- pressured projects and programs using advanced tools and techniques for maximum effect. Through this course, the students will learn advanced methods to initiate, plan and control projects. They will gain experience planning complex projects using both manual and PC-based tools.

Prerequisite(s): QSO 640

Minimum Credits: 3

QSO 690 - Topics in Operations Management

This course is designed to prepare students to function as high-impact manufacturing and/or service managers. The course theme is Total Quality Management and focuses on manufacturing systems, quality controls and inventory management with the goal of finding constant approaches to productivity improvement through in-depth investigation of JIT and OPT and their adaptability to manufacturing and service systems.

Prerequisite(s): QSO 600

Minimum Credits: 3

QSO 710 - Internship in Operations/Project Management

This course will enable the School of Business graduate students to gain valuable work experience within the operations or project environment. The objective is to give the students an opportunity for practical application of operations/project management concepts and techniques learned in the classes and complement the course work.

Minimum Credits: 3

Reading

(All DEV, EDU, RDG and SPED courses may require students to complete off-campus field experience.)

RDG 503 - Emerging and Early Literacy Development K-4

This course will examine several major theoretical perspectives on literacy development from Kindergarten through 4th grade. Students will explore literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds will be integrated into the course content.

Minimum Credits: 3

RDG 504 - Content Area Literacy Grades 4-8

In this course, students study effective practices that support the development of reading comprehension and writing strategies for content area subjects in grades 4-8. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements.

Minimum Credits: 3

RDG 531 - Literature for Children Pre-K-8

This course will include an in-depth study of literary genre and categories found in children's literature, preschool through intermediate levels. Students will read and analyze literature according to a set of established criteria; explore the work of noteworthy authors, poets and illustrators; and be introduced to a variety of strategies for integrating literature into the curriculum and for encouraging students to become lifelong readers.

Minimum Credits: 3

RDG 532 - Adolescent Literature

This course is a focus on literature designed for the adolescent reader. Students read examples of adolescent fiction, interview adolescents about their selections, study criteria for selection and evaluation of writing done for or by adolescents, and learn strategies for teaching adolescents.

Minimum Credits: 3

RDG 535 - Content Area Literacy Grades 5-12

This course focuses on the development of reading and writing skills in support of the content areas in grades 5-12. Students will become familiar with effective practices to support the development of literacy strategies for students on the secondary level.

Minimum Credits: 3

RDG 582 - Assessing and Instructing Students with Literacy Difficulty

This course presents methods and materials to assess the needs and plan instructional interventions for students with literacy difficulties. Students will learn to analyze and interpret formal and informal literacy assessments and use instructional techniques to improve literacy in students with a range of literacy difficulties (K-12). This course includes an examination of literacy development among diverse learners.

Prerequisite(s): RDG 503 or EDU 501

Minimum Credits: 3

RDG 701 - Reading Internship: K-4

Students will complete a one credit reading internship that covers field-based literacy experiences at the elementary level at the conclusion of all course work. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades K-4.

Minimum Credits: 1

RDG 702 - Reading Internship: 5-8

Students will complete a one credit reading internship that covers field-based literacy experiences at the middle school level at the conclusion of all coursework. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades 5-8.

Minimum Credits: 1

RDG 703 - Reading Internship: 9-12

Students will complete a one credit reading internship that covers field-based literacy experiences at the high school level at the conclusion of all course work. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades 9-12.

Minimum Credits: 1

Science

SCI 212 - Principles of Physical Science I

Various concepts within the physical sciences are discussed ranging from the teachings of Aristotle to the theories of Einstein. Topics include the influence of the scientific method in generating knowledge, the contributions of Galileo, Copernicus,

Newton, Kepler and others concerning energy, forces, and motion, gravity, the solar system, and cosmology and relativity.
Minimum Credits: 3

SCI 213 - Principles of Physical Science II

This course focuses on the atomic and molecular aspects of the physical sciences. Topics include the atomic and molecular structure of matter, the nature of electricity and magnetism, basic thermodynamics, chemical reactions, and basic organic chemistry.

Minimum Credits: 3

SCI 215 - Contemporary Health

This course exposes students to the three major dimensions of health -- physical, emotional and social. Health, nutrition, substance abuse, infectious diseases and stress management are among the issues that will be discussed. Students will learn to intelligently relate health knowledge to the social issues of our day. For students on program plans/catalogs prior to 2012-13; this course does not satisfy the university core science requirement.

Minimum Credits: 3

SCI 218 - Natural Resources

This class will introduce the concept of natural resources by studying topics such as land, soil, rangeland, forest, water, atmosphere, minerals, and energy. The management, use, and environmental impacts associated with these resources will also be studied. Emphasis will be placed on the United States within the context of the global environment.

Minimum Credits: 3

SCI 219 - Environmental Issues

This course covers a variety of environmental topics in a manner specifically designed for the non-science major. It provides a fundamental understanding of the various processes necessary to support life on Earth and examines how human activities and attitudes (individual, traditional, cultural, and others) generate environmental issues that threaten these processes. Topics include ecology, populations, agriculture, desertification and deforestation, water and ocean pollution, air pollution including ozone depletion, solid and hazardous wastes, energy including fossil fuels and nuclear power, economies and sustainability.

This course is cross-listed as ENV 219.

Minimum Credits: 3

SCI 220 - Energy and Society

This course surveys the various forms of energy available to our industrial society. The environmental impact and depletion of each energy form is discussed with emphasis on the development of clean and inexhaustible alternative sources for the home and business. Topics include traditional and renewable energy sources, greenhouse effects, transpiration, nuclear power, and economies.

Minimum Credits: 3

SCI 251 - Natural Sciences I

Natural Sciences I is an interdisciplinary physical science course specifically designed for non-science majors. It explores three basic themes: cosmology and relativity, the Earth sciences, and astronomy. Under cosmology and relativity the topics include the origin, evolution and fate of the universe, space and time, creation of galaxies and solar systems, black holes and time travel. Under Earth sciences the topics include the Precambrian Earth, plate tectonics, earthquakes and volcanoes, the rock cycle, and weather and climate. Under astronomy the topics include ancient and modern astronomy, gravity, the solar system, and solar and lunar eclipses.

Minimum Credits: 3

SCI 252 - Natural Sciences II

Natural Sciences II is an interdisciplinary biological science course for non-science majors. It explores the creation of the solar system and Earth and the origin and evolution of life on Earth. It traces the evolution of life from single cells to complex organisms and focuses on the evolution of modern humans. It discusses the cellular and genetic mechanisms of evolution together with fundamental aspects of ecology and theories of mass extinctions. Finally, it explores topics in exobiology and compares life on Earth to possible life elsewhere in the galaxy.

Minimum Credits: 3

SCI 333 - Waste: Sources, Reduction, Remediation

Waste is a major issue in nearly all aspects of society and understanding it is essential when considering the environment and sustainability. This class will focus on how waste is produced, how to reduce this pollution and how to clean it up once it is released. In addition to the physical science, we will examine the impact of waste on the economy, society and public health.

Prerequisite(s): SCI 211 or SCI 212 or SCI 213 or SCI 219

Minimum Credits: 3

SCI 480 - Independent Study

Offered as needed.

Minimum Credits: 3

Social Science

SCS 224 - Social Science Research Methods

This course offers a broad introduction to research methods in the social sciences, including surveys, case studies, experiments, and quasi-experiments. Students learn to spot design flaws in research intended to generate scientifically sound conclusions about social phenomena, and to evaluate critically the interpretations of social science research results by third-party observers, such as reporters. Students also learn how to draft a research proposal that would satisfy the requirements of peer review within the community of professional social scientists.

Prerequisite(s): MAT 240

Minimum Credits: 3

SCS 300 - The Human Condition: Environment/You

This is a team-taught course which will examine Ethics and Morality as seen through the distinct perspectives of the various social sciences: Anthropology, Economics, Environmental Sciences, Geography, Information Technology, Justice Studies, Political Science, Psychology, and Sociology. Instructors from each of these disciplines will conduct sessions on selected topics on ethical and moral issues, as viewed by the social science perspective. Not only will the student learn about issues defined as important by the instructors but will also discover how each discipline examines issues in somewhat different ways. In this manner both the similarities and differences of social sciences can be investigated and applied.

Minimum Credits: 3

SCS 444 - Capstone Colloquium

This colloquium serves as the capstone course for students in the sociology, law and politics, and environmental management majors. Students learn from their instructor and from each other as they apply the knowledge and skills acquired in their other course work to a directed research project in the appropriate discipline or field. Prerequisite: Senior standing in the sociology, law and politics, or environmental management major.

Minimum Credits: 3

SCS 490 - Social Science Internship

Offered every year.

Minimum Credits: 0

Maximum Credits: 12

SCS 501 - Foundations in Statistics

The focus of this course is to develop a foundation of basic statistical literacy in students. Students will be able to assess the role of statistics in quantitative research, and mixed methodology as well as develop the competency to perform basic statistical calculations. An awareness of the changing relationship between computation and interpretation will be addressed. Students will focus on the analysis of real-world data and research situations to illustrate the process of interpreting the meaning underlying the data, and how statistics can be utilized to address important questions.

Minimum Credits: 3

SCS 502 - Foundations in Research Methods

In this course, students will examine both the theoretical and applied aspects of research methods and experimental design at the graduate level, which includes qualitative, quantitative, and mixed methods that are commonly utilized in social science research. Students will investigate procedures used to gather and analyze data and acquire real-world skills required to design and conduct research in future courses.

Minimum Credits: 3

Sociology

SOC 2ST1 - The Engaged Citizen: Current Issues in the Community

This special topics course provides a context for understanding the role of the engaged citizen in our community. Meanings assigned to community and service have been highly contested, in large part, because they are concepts that embody values, beliefs, attitudes, and ideas that are central to definitions of democracy, social justice, civic resiliency and public life.

Minimum Credits: 3

SOC 112 - Introduction to Sociology

This course studies the organization of social behavior and its relationship to society and social conditions. Culture, norm stratification, systems, structure, social institutions and social change are emphasized. Offered every semester.

Minimum Credits: 3

SOC 112H - Honors Introduction to Sociology

Minimum Credits: 3

SOC 203 - Wealth and Poverty

This course asks why wealth and poverty continue to exist side by side throughout the world. Students explore how standards of living differ both within and between industrialized countries and the Third World, and seek the causes of these differences in the story of economic development as it has unfolded over the past 500 years. Global marker.

Minimum Credits: 3

SOC 213 - Sociology of Social Problems

Students in this course analyze contemporary social problems in America and other societies. Issues include economic limitations, class and poverty, race and ethnic relations, sexism, ageism, and environmental and population concerns. Offered

every year.

Prerequisite(s): SOC 112

Minimum Credits: 3

SOC 291 - Experiential Learning

A course designed to explore community services to individuals and groups through a volunteer experience that involves observation and participation in activities. Classroom experiences are geared to giving the student both exposure to and an understanding of services available in the field today.

Prerequisite(s): SOC 112

Minimum Credits: 3

SOC 317 - Sociology of the Family

This course is a sociological examination of the family institution in America and other societies. Traditional and nontraditional family patterns are studied to provide students with a structure for understanding sex, marriage, family and kinship systems. Offered every other year.

Prerequisite(s): SOC 112

Minimum Credits: 3

SOC 318 - Sustainable Communities

How do we build a society fit for living? This sustainable community development (ESCD) for answers to this question. Students explore the principles and practices of ESCD using pattern-mapping of community needs, site visits, and other experiential learning tools that turn communities into classrooms, and bring the challenge of building environmentally sustainable communities to life. In the process, students identify assumptions that lead to unsustainable social practices, and develop the skills necessary to help create livable local landscapes and sustainable local futures through individual and community action.

Prerequisite(s): ENV 219 or SCI 219 or SOC 112

Minimum Credits: 3

SOC 320 - Sociology of Gender

The examination of gender in society. Students will explore the social construction of gender, gender identity development, sexuality and power, and other aspects concerning the meanings and implications of being 'male', 'female', or 'transgendered'.

Prerequisite(s): SOC 112

Minimum Credits: 3

SOC 320H - Honors Sociology of Gender

The examination of gender in society. Students will explore the social construction of gender, gender identity development, sexuality and power, and other aspects concerning the meanings and implications of being 'male', 'female', or 'transgendered'.

Prerequisite(s): SOC 112

Minimum Credits: 3

SOC 324 - Sociology of Crime and Violence

The course examines the nature, causes, and consequences of crime and violence to a society. Applying a legal and sociological perspective, the course examines: 1) the structure of the law and the criminal justice system; 2) the nature and causation of criminal behavior; and 3) the various types of crime and criminality.

Prerequisite(s): SOC 112

Minimum Credits: 3

SOC 325 - Sociological Perspectives

Sociology is the study of social life and behavior. Sociologists study societies by researching social groups, patterns, interactions, and institutions. We are interested in how they work, how they change, and their connection to people's lives. This course will

build on what students learned in SOC-112 Introduction to Sociology. It will engage students in a discussion of what we know theoretically in the discipline of sociology through the work of key "voices" in the sociological tradition. The course intends to cultivate your ability to see social things with the hope that, as Peter Berger states, "things are not what they seem". In other words, in this class students will learn to rethink assumptions about social facets of society that are commonly taken for granted.

Prerequisite(s): SOC 112

Minimum Credits: 3

SOC 326 - Sociology of Deviant Behavior

This course is a sociological analysis of the nature, cause, and societal reactions to deviant behavior, including mental illness, suicide, drug and alcohol addiction and sexual deviation. Offered every other year.

Prerequisite(s): SOC 112

Minimum Credits: 3

SOC 328 - Sociology of Aging

Students in this course examine the basic social processes and problems of aging. Social and psychological issues and issues involved with death and dying are discussed. Offered every other year.

Prerequisite(s): SOC 112

Minimum Credits: 3

SOC 330 - Sociology of Minority Relations

This course examines minority relations in America and other societies. It focuses on the nature of minority-dominated interaction, the sources and operation of prejudice and discrimination and the typical reactions of minorities to their disadvantaged positions. offered as needed.

Prerequisite(s): SOC 112

Minimum Credits: 3

SOC 333 - Sport and Society

This course examines the major issues and controversies of sport in society. Students will develop an appreciation of the ways sport in society contributes to analyzing and understanding human behavior in sports contexts. Students will be encouraged to ask questions and think critically about sports as part of social life. Offered every spring semester.

Prerequisite(s): COM 212

Minimum Credits: 3

SOC 335 - Technology and Society

This course examines how technology and science impact society and how they influence our lives and our thinking, such as the economy, ethics, religion and the arts. Topics include the positive and negative aspects of technology, the role of technology in historical change, how technology changes what we do as a society and as individuals and appreciating the limits of technology. Topics range from television and airplanes to organ transplants and cloning.

Prerequisite(s): One science course or permission of instructor.

Minimum Credits: 3

SOC 350 - G.R.E.E.D.

G.R.E.E.D., Globally Responsible Environmental and Economic Decisions. This course explores the scientific, social and ethical aspects of environmental degradation and evaluates practices and attitudes that will lead to sustainable practices. Part 1 - G.R.E.E.D. is explored as a threat to sustainable development. Part 2 - G.R.E.E.D. is explored through team-based research as a sustainable alternative.

Minimum Credits: 3

SOC 480 - Independent Study

Offered as needed.

Minimum Credits: 3

SOC 490 - Community Sociology Internship

A course designed to give the student a working experience in some area of the social services. The student will find a site that is of interest, work out a schedule of no less than 120 hours at the site and develop a syllabus that addresses the learning outcomes of the course. This is a hands on course in which the student works closely with a site supervisor, the instructor of the course, as well as engage in some productive function within the agency.

Prerequisite(s): SOC 112

Minimum Credits: 3

Maximum Credits: 12

Special Education

(All DEV, EDU, RDG and SPED courses may require students to complete off-campus field experience.)

SPED 210 - Early Childhood Issues/Disabilities

This course will explore types of disabilities, developmental delays and exceptionalities, as well as the effects of disabling conditions on cognitive, physical, language, social and emotional development and functioning of children birth to grade 3. Additional topics include the identification and evaluation of children with exceptional learning needs, as well as instructional methodology and strategies for selecting and modifying materials and equipment to provide differentiated instruction that addresses and accommodates individual strengths and challenges. Legal requirements and responsibilities for providing education to students with special needs will be addressed. Students will become familiar with the purposes and procedures for developing and implementing Individual Education Plans (IEPs), 504s, and Individualized Family Service Plans (IFSPs).

Minimum Credits: 3

SPED 230 - Implications of Special Education

Students will examine the personal, physical, social and academic issues related to programming for children with disabilities. An emphasis is placed on practical aspects of behaviors associated with a child's disability and the importance of the classroom environment. This course also addresses the history of Special Education, as well as current trends and research. This is the foundation course for certification or licensure as a General Special Education Teacher Grades K-12. Federal and state legislation will be reviewed as well as the NH State Standards for Children with disabilities and include the Individuals with Disabilities Act as it relates to the Elementary Secondary Education Act (ESEA) reauthorized as No Child Left Behind (NCLB), the Americans with Disabilities Act (ADA) including title II of the ADA and section 504 and The Rehabilitation Act Amendments of 1973, as amended.

Prerequisite(s): SPED 210 or SPED 260

Minimum Credits: 3

SPED 260 - Children with Exceptionalities

This course provides students with deep understanding of children with disabilities and specific characteristics of disabilities and how they impact learning in the general curriculum. Students will examine and be prepared to define ways in which such disabilities are diagnosed and possible strategies and techniques (to include assistive technology) to assist the student in the general classroom to the extent possible. Tiered Support Systems will be discussed as a general education initiative that can serve the needs of all students. Students will research resources available for families and schools to support the needs of

disabled children. The role of the family and school as partners will be developed as a critical technique to serve the needs of students, as well as facilitating effective meetings and communication efforts that must be part of the role of special educator.

Minimum Credits: 3

SPED 314 - Consultation and Collaboration

This course presents the IEP process from referral to completion. Student will be expected to clearly define roles and responsibilities within the school for the special education teacher, the general education teacher, paraprofessionals, and other personnel within the school. Additionally, students will examine and develop a process to meaningfully engage parents in the process preschool through age 21. TCP acceptance is required.

Prerequisite(s): TCP Acceptance, SPED 210, and SPED 230 or SPED 260

Minimum Credits: 3

SPED 324 - The Inclusive Classroom

This course examines teaching strategies and techniques for early childhood, elementary education, middle school, and high school. Students will conduct in-depth study of behavior theory and practical application in the classroom environment. Students will learn to promote learning environments where students can set goals and accept responsibility for their own learning. Modification and accommodations will be researched at each level discussing the best approaches depending upon the age of the child. Alignment with the regular education curriculum includes a review of the Grade Level Expectations and the Grade Span Expectations and Common Core Standards. Students will leave this class with a good understanding of the progression and development of students with disabilities K-12 personally, socially physically, and academically. TCP acceptance is required.

Prerequisite(s): SPED 260 or SPED 210 and TCP Acceptance

Minimum Credits: 3

SPED 350 - Special Education Assessment

This course focuses on formative and summative assessments used within the general education classroom, as well as specialized assessments and observations for children with disabilities. Students will complete this course with an understanding of assessment terminology, test interpretation, and implications regarding access to the general education curriculum. TCP acceptance is required.

Prerequisite(s): TCP Acceptance and SPED 210 or SPED 260

Minimum Credits: 3

SPED 499 - Internship

The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Minimum Credits: 3

Maximum Credits: 12

SPED 501 - Students with Exceptionalities

Students will be introduced to the issues related to children with disabilities and the educational implications for participation within the general education classroom will be examined. The course includes the history of Special Education, as well as current trends and research. Federal and state legislation will be reviewed as well as the NH State Standards for Children with Disabilities. Students will review the Individuals with Disabilities Act as it relates to the Elementary Secondary Education Act (ESEA) reauthorized as No Child Left Behind (NCLB), the Americans with Disabilities Act (ADA) including title II of the ADA and section 504 and The Rehabilitation Act Amendments of 1973, as amended.

Minimum Credits: 3

SPED 520 - Assessment of Student Performance

This course is designed to provide an overview of practical performance assessments that can be used to measure student progress in the general education setting. Learners will become familiar with a repertoire of authentic assessments and knowledge of progress monitoring tools including but not limited to formative and summative assessments, diagnostic tools, performance tasks, criteria checklists, rubrics, student portfolios and the use of multiple sources of data in measuring student performance. The course will examine a variety of accountability measures including standardized tests, observation, curriculum based measures, utilization of Response to Intervention (RTI) as a system for planning, instruction, progress monitoring and interventions. The role Professional Learning Community Models (PLC's) in targeting both behavioral and academic achievement will be explored. The overall goal of the course is to prepare educators to utilize assessment data in the design of classroom instruction and monitoring of student progress for a broad range of students.

Minimum Credits: 3

SPED 521 - Effective Learning Environments

This course examines teaching strategies and techniques for early childhood, elementary education, middle school, and high school. Students will conduct an in-depth study of behavior theory and practical applications in the classroom environment. Students will learn to promote learning environments where students can set goals and accept responsibility for their own learning. Modification and accommodations will be researched at each level discussing the best approaches depending upon the developmental age of the child. Alignment with the regular education curriculum includes a review of the Grade Level Expectations and the Grade Span Expectations. Students will leave this class with a good understanding of the progression and development of students with disabilities K-12 personally, socially, physically and academically.

Minimum Credits: 3

SPED 525 - Critical Issues/Students w/Disabilities

This course will analyze various disabilities and determine how they impact student learning within the general curriculum. Students will examine strategies and techniques (including assistive technology) to assist the student in the general education classroom. Tiered support systems will be discussed as a general education instructional framework that can serve the needs of all students. The role of the family and school as partners will be developed as a critical technique to serve the needs of students with disabilities, as well as the importance of facilitating effective meetings and communication efforts that must be part of the role of the special educator.

Minimum Credits: 3

SPED 526 - Multisensory Literacy Strategies

This course is designed to help educators become more knowledgeable about how literacy develops and to understand why research-based, structured language strategies are necessary for teaching reading to students of diverse abilities. The course will demonstrate that reading is not an intuitive skill and that educators need to develop appropriate multisensory instructional strategies for the student who is either at risk or is a struggling reader. The overall goals are to introduce the scientific rationales and specific instructional methods for teaching the major components of literacy: phonological awareness, phonics, decoding and fluency, vocabulary, comprehension and writing.

Minimum Credits: 3

SPED 540 - Classroom and Behavior Management

This course focuses on the principles and approaches that foster a positive learning environment and help to reduce the challenging behaviors that often confront teachers in the classroom. The course will provide both the theoretical foundations of behavior as well as the evidence-based strategies that have proved most effective for classroom management. The concept of positive behavioral interventions and supports will be explored, including the preventive steps that can be used to avert behaviors from escalating. Educators will also become knowledgeable about the federal requirements and guidelines for the discipline of students with disabilities under I.D.E.A. In addition, the course will emphasize the critical connection between

student behavior, classroom management and well-designed instructional practices.

Minimum Credits: 3

SPED 561 - Consultation and Collaboration

This course presents the Assessment and IEP process from referral to completion. Students will be expected to clearly define roles and responsibilities within the school for the special education teacher, paraprofessional, and other personnel within the school. Additionally, students will examine and develop a process to meaningfully engage parents in the process preschool through age 21. Students will be able to write a formal evaluation report.

Minimum Credits: 3

SPED 571 - Special Education Practicum

Eight weeks full-time teaching under the supervision of a Special Education Teacher.

Prerequisite(s): SPED 501, SPED 521, SPED 525 and SPED 561

Minimum Credits: 3

SPED 580 - Special Education Assessment

Students will gain an awareness of procedures involved in the evaluation of students to determine eligibility for special education services. Students will be introduced to a variety of assessment tools and gain an understanding of what the tests measure and how they are used in the identification of specific disability categories. The course includes theoretical and legal foundations, the characteristics of learners with and without disabilities across cognitive, social, emotional and sensory areas. Students will recognize the impact of family and cultural backgrounds on classroom and test performance. Students will become familiar with the administration, scoring, interpretation and reporting of selected diagnostic testing used in special education evaluations.

Prerequisite(s): SPED 520

Minimum Credits: 3

SPED 601 - Content-Based Literacy

This course is designed to help educators become more skilled and versatile in their application of teaching strategies within the regular education classroom, including discussion formats, varied questioning techniques, flexible groupings and differentiated instructional methods. Learners will understand the rationale and importance of using research-based strategies that enable a wide range of learners to access the Core Curriculum in general education classrooms. The course will examine curriculum and instructional design in relationship to students' diverse learning styles and cognitive, readiness and cultural differences. The overall goal is prepare educators to design and demonstrate lessons that incorporate engaging learning materials and methods and varied assessment tools that enable a broad range of students to achieve understanding, application and mastery of key curriculum concepts and skills.

Minimum Credits: 3

SPED 624 - Professional Collaboration

This course has been designed to assist special education teachers in examining their consultative roles and responsibilities when working in inclusive settings. Students will be introduced to, and examine the nature of collaboration, developing relationships between general and special educators, and paraprofessionals. The focus of the course will be on practical application and establishing strong relationships between general and special educators. The course also includes facilitating engagement of parents, and families as well as appropriate community agencies. The purpose of the course is to prepare special educators to interact and collaborate with a variety of stakeholders that are typically associated with students placed in inclusive settings. In order for special education teachers to be successful they must have the skills and ability to support students in the general education setting which means collaborative interaction, decision making, accountability and team work. Knowledge of general education curriculum requirements, related assessments, researched based interventions and use of data are all topics that will be covered as part of this course.

Minimum Credits: 3

SPED 680 - IEP Development

This course will give students the opportunity to review special education law, with an emphasis upon NH Rules for the Education of Students with Disabilities and 2004 Reauthorization of IDEA. Course expectations will require heavy emphasis upon IEP development through examination of required elements of Individual Education Programs (IEP's) and participation on mock IEP Teams. Students will be introduced to state and federal special education rules and regulations, practical application of the law, ethical codes and related professional standards. The course will require working through mock IEP team experiences in the development of such plans. This will require knowledge of curriculum standards, review of mock student records, participation in mock IEP/Placement meetings, development of mock IEPs and the identification of methods for monitoring progress. Students will also review current cases and trends in special education law, analyze and interpret case studies and learn how to research both statutory and case law. Time will also be spent on review of Section 504 of the Rehabilitation Act of 1973, and The No Child Left Behind Act of 2001 and the impact of such law upon students with educational disabilities.

Prerequisite(s): SPED 580

Minimum Credits: 3

SPED 701 - Internship Grades K-6

Internship course for Special Education for grades K-6.

Minimum Credits: 3

SPED 702 - Internship Grades 7-12

Internship course for Special Education for grades 7-12.

Minimum Credits: 3

Sport Management

SPT 3ST1 - Gender and Sport

This special topics course will critically examine the commonplace notions surrounding gender and sport. The course provides a detailed discussion of the issues of gender and sexuality and how they impact/are impacted by sport. Students will be introduced to historical framework, current scholarship, and debates surrounding issues of gender in sport.

Prerequisite(s): ENG 120, ENG 121, or ENG 200

Minimum Credits: 3

SPT 111 - Introduction to Sport Management

This introductory course emphasizes the management principles related to the business of sports. It includes personnel, programs, marketing, media, financial management and an overview of career possibilities in this growing field. Offered every semester.

Minimum Credits: 3

SPT 201 - Governance/Management of Sport Organizations

This course is designed to provide students with a basic understanding of the role of governance structures and management in sport organizations. The primary aim is to familiarize students with a basic understanding of organizational structures used in the management and governance of sport. Topics and issues discussed will involve organizational theory, behavior, and governance structures used in amateur, professional, and international sport organizations; and to provide students with an

overview of the sport industry, and the issues encountered by managers of sport organizations and how management techniques can be applied to effectively address these issues.

Prerequisite(s): SPT 111 and ENG 121 or ENG 200

Minimum Credits: 3

SPT 208 - Sport Marketing

Students study current sports marketing problems and apply marketing techniques to develop an effective sports marketing plan. Offered every semester. Writing intensive course.

Prerequisite(s): MKT 113

Minimum Credits: 3

SPT 307 - Sport Law

This course examines the legal issues prominent in the world of sport. The legal liability and responsibilities of coaches, athletic administrators, and sport managers at the professional, college and community levels will be discussed.

Prerequisite(s): BUS 206

Minimum Credits: 3

SPT 310 - Sport Sponsorship

This experiential learning course provides students with the opportunity to actively participate in their personal and professional development. Through actively participating in the learning process, students will enhance their experience and understanding of the corporate sponsorship sales process specifically in the areas of proposal development, research and analysis, solicitation/sales, contracts, evaluation and servicing/managing.

Minimum Credits: 3

SPT 319 - Sport Sales and Promotions

This course provides a cross-disciplinary approach to a variety of marketing, sales and promotions issues that confront sport managers. Offered every semester.

Prerequisite(s): SPT 208 and ENG 200

Minimum Credits: 3

SPT 320 - Media/Public Relations in Sport

This course is designed to provide students with an understanding of the role of media and public relations in the sport industry. The primary aim is to familiarize students with media relations, public relations, and community relations in sport organizations and how these areas are integrated into the field of sport and the engagement of interdisciplinary thinking.

Prerequisite(s): ENG 200 or permission of instructor

Minimum Credits: 3

SPT 321 - Fitness Management

This course will provide specific information about personal fitness. Topics include the purchase and use of fitness equipment and staffing and management concerns for club, corporate and collegiate settings. A \$25 lab fee is required to cover CPR certification. Offered every semester.

Minimum Credits: 3

SPT 323 - Golf Club Management

Golf Management will prepare students for a career in one of the most rapidly growing industries in the United States. Golf and business are intertwined. Golf is a business comprised of equipment, apparel, golf courses, travel, real estate development and many other aspects. The combination of classroom instruction, outside speakers and on-site visits will prepare a student to enter this growing field. Offered as needed. Junior standing or permission of instructor.

Minimum Credits: 3

SPT 333 - Sport, Society, and Ethics

This course examines the major issues and controversies of sport in society. Students will develop an appreciation of the ways sport in society contributes to analyzing and understanding human behavior in sports contexts; and a basic understanding of the theories and principles related to socio-cultural issues and ethics and morality in the sport industry.

Prerequisite(s): ENG 200

Minimum Credits: 3

SPT 340 - Practicum in Sport Management

This seminar combined with field experience (120 hours) will provide an opportunity to apply theories, concepts, and terminology into a practical experience in the field of sport management. Specifically, this experience will provide the student with a mentor and colleagues to learn about management, leadership, decision making, communication, customer service, and to develop as a future professional in the field.

Prerequisite(s): SPT 111

Minimum Credits: 3

SPT 364 - Private Club Management

This course is an exploration of the world of private clubs, club leadership and the administration of private club operations. Topics covered include club organization, service excellence and quality management, strategic management, financial management, food and beverage operations, golf operations and recreational operations. Offered as needed.

Minimum Credits: 3

SPT 375 - Economics of Professional Sports in the U.S.

This course employs the models and theories developed in microeconomics to study the sports industry in the United States. The course applies three areas of economic theory to the study of professional sports (baseball, basketball, football, and hockey) as well as intercollegiate sports. The three areas of economic theory utilized are industrial organization, public finance, and labor economics. Industrial organization theory is used to analyze the types of competition and market structure that exist in the sports industries. The analysis includes an exploration of the costs and benefits of market power as well as the role of the media and the government in the operation of sports franchises and leagues. Public finance theory is used to explore how cities have tied economic development to sports franchises, to analyze the impact of tax-based funding of stadiums, and to evaluate the costs and benefits of sports franchises to their community. Labor economic theory is used to investigate labor conflict and collective bargaining in professional sports as well as the role played by discrimination in professional sports labor markets. Finally, the course explores the existence of the unpaid professional student-athletes and their employer, the NCAA.

Prerequisite(s): ECO 201

Minimum Credits: 3

SPT 401 - Sport Facilities Management

The elements of managing sport facilities, including arenas, stadiums and athletic complexes, form the content of this course. Offered every semester.

Prerequisite(s): SPT 111

Minimum Credits: 3

SPT 402 - Sport Revenue

This course provides students with a comprehensive understanding of the many traditional and innovative revenue acquisition methods available to sport organizations. Students will be exposed to conventional income sources, including tax support, ticket sales, concessions and fund raising, and will examine more recent innovations related to licensing sport products, media sales and corporate sponsorship. Offered as needed.

Prerequisite(s): ECO 201, ECO 202 and FIN 320

Minimum Credits: 3

SPT 404 - Sport Agency

The basic goal of this course is to provide the student with an overview of the business of sport agencies. As the sport industry has become more diverse, generating hundreds of billions of dollars per year in economic activity, the need has grown for player and brand representation to navigate the complexities and nuances of specific properties and contracts. This class is designed to highlight some of the challenges in representing athletes and assist students in developing negotiating, marketing, and business strategy.

Minimum Credits: 3

SPT 415 - Event Management and Marketing

This experiential learning course contains the most important information a student needs to know about the field of Sport Event Management, from designing an event to planning and integrated marketing campaign, to negotiating contracts, and supplier agreements. This course will prepare the student to be able to understand and apply the key techniques; understand and utilize those skills related to negotiations and contracts with sponsors, suppliers, and insurance companies; comprehend and implement an integrated approach to marketing that considers every kind of medium; and strategies of how to acquire funding for sport events. Instructor permission required.

Minimum Credits: 6

SPT 425 - Sport Licensing/Strategic Alliances

This course will explore why and how sport licensing is used effectively in the global business of sport. Both theoretical and applied perspectives will be used. The course will examine the strategic rational and different forms of sports licensing and how sport managers can use sport licensing to lead their companies to achieve growth and other key objectives. Course content will include examining US and international sport leagues and how they administer their licensing programs. The course will cover the process of identification of licensing opportunities, selection of business partners, process of establishing a license agreement, international licensing and the management of licensing relationships. In addition, students will be introduced to strategic alliances with an emphasis on why and how domestic and international alliances may be used to achieve sport enterprise objectives. Global marker.

Prerequisite(s): SPT 208

Minimum Credits: 3

SPT 430 - Front Office Management

This course will provide an overall understanding of the operation of a professional sports franchise from a practical real-world perspective. The course will emphasize the various business disciplines of operating a professional sports team with a special emphasis on marketing functions.

Minimum Credits: 3

SPT 461 - Seminar in Sport Management

This course serves as the capstone course for the sport management major and concentration. Students will apply the knowledge and skills obtained from courses in order to solve problems that a sport manager is likely to encounter.

Minimum Credits: 3

SPT 465 - Global Sport Business

This course develops a basic theoretical and applied understanding of international business principles as applied to the global sport industry. Several key areas of international business, as they relate to sport business, are explored including the scale, scope and organization of global sport, globalization, internationalization, cultural aspects, international marketing, financial/political/ economic risk, human rights, ethical dimensions, role of media, technology/products, professional sport leagues and governance. The course will be delivered from an entrepreneurial and business development perspective encouraging students to think and act strategically when considering sport business in a global context. Class discussions and exercises will focus on assisting the student in establishing a conceptual and applied understanding of these major content areas using relevant text, multi-media. The outcomes will be to develop the skills necessary to function as a professional

manager in the international sport business market place. In addition, the student will be exposed to a team working environment in order to foster authentic management interaction skills. Global marker.

Prerequisite(s): MKT 113

Minimum Credits: 3

SPT 480 - Independent Study

This course allows the student to investigate any sport management subject not incorporated into the curriculum.

Minimum Credits: 3

SPT 491 - Sport Management Internship

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where sport management practices and principles can be learned firsthand.

Minimum Credits: 3

Maximum Credits: 12

SPT 492 - Sport Management Internship II

Internship continuation course for online students.

Prerequisite(s): SPT 491

Minimum Credits: 3

SPT 501 - Research Methods in Sport Management

This course examines the methods and techniques used in research in sport management and the sport industry. Including the basic aspects of reading, evaluating, and writing research; this course will explore the concepts developed in relevant literature as they apply to sport management. Topics include problem selection, literature review, instrumentation, methodology, statistical issues, and types of research in physical activity.

Minimum Credits: 3

SPT 510 - Sport and Society

Students investigate the interrelationships between sport, culture and society in an attempt to better understand the role and function of sport in contemporary society. Students receive a broad overview of selected socio-cultural factors that influence participation in sports. Major ethical issues of sport in society will be explored.

Minimum Credits: 3

SPT 512 - Principles in Athletic Administration

This course provides the graduate student with an overview of the role and responsibilities of intercollegiate athletics; human resources; finance; governance; operations and the management, planning, organization and administration of interscholastic and recreational athletics.

Minimum Credits: 3

SPT 515 - Event Planning and Management

This experiential learning course contains both practical and theoretical frameworks used in the field of event management, from designing an event to strategic planning and integrated marketing campaigns, to negotiating contracts, and constructing supplier agreements. This course will also enhance students' skills related to project, operations, volunteer and risk management. Students will implement an integrated approach to planning and managing a special grassroots event at the conclusion of the term. Instructor permission required.

Minimum Credits: 3

SPT 525 - Sport Licensing and Strategic Alliances

The goal of this course is to develop a deep, working knowledge of sports licensing and strategic alliances and how they relate to the business of sports. We will fully explore the process of identifying and developing a sports licensing and/or strategic alliance strategy so the student will be enabled to apply this knowledge in a real business setting. By doing so a student as a future manager will better recognize opportunities that sports licensing and strategic alliances can potentially offer to their sport business. By developing this in an international context, a student will engender a global view of how sports licensing and strategic alliances are developed and implemented in harmony with overall firm strategy leading to increased shareholder value.

Prerequisite(s): SPT 608

Minimum Credits: 3

SPT 565 - Internationalization of Sport Business

The Internationalization of Sport Business course will help to prepare the sport business manager for the exciting world of global sports. The course is designed to thoroughly introduce the graduate student to the many facets of conducting sport business in the international marketplace. By using real life international sport business examples, students will garner a deeper understanding of the various complexities associated with conducting sport business in an international context. Some of the key areas include culture, international marketing, financial/political/economic risk, ethical dimensions, role of media, technology/products, professional sport leagues and governance.

Minimum Credits: 3

SPT 600 - Management of Sport Organizations

This course focuses on the application of management concepts and theories to sports organizations and the sports industry. It includes issues of organizational design, public policy, labor relations, collective bargaining, ethical issues in sport and the globalization of the sports industry.

Minimum Credits: 3

SPT 601 - Sport Facility Management and Operations

This course is designed to provide students with an understanding of the business of sport facilities and operations. Elements of managing sport facilities, including arenas, stadiums, and athletic complexes will form the content of this course. As well, students will focus on facility management and administration considerations, systematically moving through planning and design, organizational and operational concerns, personnel planning, financial management, program development and scheduling, risk management, and marketing. Also covered will be the operations of specific facility areas including maintenance, crowd control and security, box office management and concessions.

Minimum Credits: 3

SPT 608 - Sport Marketing and Media

This course examines the concepts and processes used in marketing and communications of a sport organization, at the college, professional or community level. Students will utilize the case study approach to analyze current marketing problems and techniques to develop an effective sport marketing and communications plan; with special emphasis placed on the unique aspect of sport products, markets, consumers, and media relations.

Minimum Credits: 3

SPT 610 - Sport Law

Students learn about the law as it applies to professional and amateur sport organizations. The course includes the analysis of contracts, tort law, antitrust law, labor law and collective bargaining.

Minimum Credits: 3

SPT 612 - Advanced Topics/Athletic Administration

This course is designed to examine the current issues facing interscholastic athletic administrators. Information regarding the various components and activities in the organization and administration of athletic programs for prospective athletic administrators will be covered; including: recruitment, governance, compliance, and current research literature and research methods appropriate for administration athletics.

Minimum Credits: 3

SPT 615 - Special Event Management and Leadership

This course is designed to provide students with a hands-on opportunity to engage in sport event management and leadership. Students will discuss leadership, organizational vision, and strategic management principles associated with special sporting events while also engaging in and learning about their leadership style through the creation and execution of a special event of choice.

Prerequisite(s): Permission of instructor.

Minimum Credits: 3

SPT 620 - Finance and Economics of Sport

This course will provide students with an understanding of financial and economic theories and principles utilized in the sport industry. Topics will include the preparation of financial plans, strategic budgeting, capital and operating budgets, sources of revenue, economic theories, supply and demand concepts in the sport industry; economic impact, and other financial and economic theories pertinent to sport industry professionals.

Minimum Credits: 3

SPT 700 - Seminar in Sport Management

This course covers the development of sport administration principles through analysis of specific issues and problems. A seminar format is used to integrate material from previous courses and allow students to focus on their areas of interest.

Prerequisite(s): SPT 501, SPT 565, SPT 600, SPT 608 and MBA 503 or equivalent

Minimum Credits: 3

SPT 710 - Internship

Internships are available for full-time students to enhance their educational experiences through appropriate, work-oriented activities in selected environments.

Minimum Credits: 6

Sustainability and Environmental Compliance

SDV 3ST1 - Student Leadership & Event Planning Sem

This course will assist student leaders in developing their own unique leadership style, develop a no-think mindset with event planning and develop a leader's self-confidence in their roles. This course will involve a high amount of in class discussion, attending, observing and planning events from set-up to break-down, individual reflection, group project and readings.

Minimum Credits: 3

SEC 510 - Environmental Issues

A fundamental understanding of the various processes necessary to support life on Earth. Examine how human activities and philosophies (individual, business, cultural, and others) generate environmental issues and threaten these processes, and offers sustainable alternatives to these activities. Topics include ecology; populations; agriculture; desertification and deforestation; water and ocean pollution; air pollution, including ozone depletion and acid rain; global warming; natural resource depletion; solid and hazardous wastes; energy, including fossil fuels and nuclear power; economic implications; and sustainability.

Minimum Credits: 3

SEC 610 - Energy and Society

This course surveys the various forms of energy available to our industrial society. The environmental impact and depletion of each energy form is discussed, with emphasis on the development of clean and inexhaustible alternative sources for the home and business. Topics include traditional and renewable energy sources; electricity; the atmosphere, including greenhouse effects; transportation; nuclear power; and economic implications.

Minimum Credits: 3

SEC 620 - Environment Compliance/Sustainability

This course introduces students to a broad range of strategies used by both large and small businesses to achieve and maintain compliance with environmental laws and sustainability goals, with an emphasis on companies doing business in the United States. Students learn the importance of environmental due diligence as a tool for minimizing acquired liabilities in business mergers and acquisitions; the value of environmental auditing as a means of identifying compliance and sustainability issues in ongoing business operations; and the power of both environmental management systems and environmental certification programs as strategies for achieving and maintaining environmental compliance and sustainability, and for securing a competitive advantage in a marketplace increasingly populated by sustainability-conscious consumers.

Minimum Credits: 3

Taxation**TAX 650 - Federal Taxation of Individuals**

This course studies the theory and practice of federal income taxation of individuals.

Minimum Credits: 3

TAX 655 - Fed Income Tax of Corp & Partnerships

This course studies the theories and practices of income taxation of corporations and partnerships and excise tax on estates and gifts.

Prerequisite(s): TAX 650

Minimum Credits: 3

TAX 660 - Tax Factors in Business Decisions

This course is an introduction to tax factors that are relevant in business and personal financial planning decisions. This includes regular and S corporations, partnerships, fiduciaries, tax shelters and tax research. This course is open only to non-accounting students. Background preparation: 6 credit hours in accounting or the equivalent.

Prerequisite(s): MBA 503 or equivalent

Minimum Credits: 3

TAX 665 - Estate and Gift Taxation

This course deals with the federal taxation of gratuitous transfers during a taxpayer's lifetime and property transfers at death. A study is made of relevant statutes and regulations.

Prerequisite(s): TAX 650

Minimum Credits: 3

TAX 670 - Tax Research Methodology/Practice & Procedures

This course explores the methods and techniques of federal tax research. In addition, students will learn the rules and procedures for representing clients before the Internal Revenue Service.

Prerequisite(s): TAX 655, TAX 665

Minimum Credits: 3

TAX 700 - Special Topics in Taxation

This course offers an in-depth study of special topics in federal taxation. Major, contemporary problem areas of taxation are explored.

Prerequisite(s): TAX 670

Minimum Credits: 3

Workplace Conflict Management

WCM 510 - Negotiation/Advocacy in the Workplace

This course introduces the processes and practice of negotiating and advocating effectively in settings where continuation and strengthening of the relationship matter. Course content will include the uses, strengths, and weaknesses of distributive and integrative bargaining; the sources and uses of power in negotiation; and gender and cultural influences on negotiation style and practice.

Minimum Credits: 3

WCM 610 - Intro Org Conflict Management

This survey course introduces the analysis, interpretation, and management of conflict in contemporary organizational settings. Using interdisciplinary lenses, the course explores systemic, interpersonal, and other causes of conflict; conflict's influence on workplace communication and decision-making; and the relationship between conflict, leadership, and career advancement.

Minimum Credits: 3

WCM 620 - Managing Difficult Conversations at Work

The art and practice of dialogue building is the act of engaging conflict effectively and transforming difficult conversations into better decisions, healthier work relationships, and stronger organizations. This course examines approaches for de-escalating conflict conversations, choosing if and when to intervene, tapping the creative potential in conflict, and creating workplace environments that foster constructive conflict engagement.

Minimum Credits: 3

Other Courses

EDPD 506 - Common Core I

In the first of two electives the cohort will work on designing their own lessons to address key components of the Common Core. All lessons will specifically address the need for all courses to increase text complexity and to implement a comprehensive

writing component. Portfolios of course specific lessons will be created in this first course.

Minimum Credits: 3

EDPD 507 - Teaching ELLS in the Content Area Classroom

This course explores classroom scenarios that depict common challenges in elementary, middle, and high school content area classes, the course addresses the basics that every teacher needs to begin teaching both content and the English language, including: -Learning environments that provide ELLs with multiple opportunities to practice activities and connect learning to personal and cultural experiences. -Lesson plans that identify core ideas, tap students' background knowledge, and use visuals, think aloud and other ways to engage ELLs. -Small-group configurations that include ELLs in mainstream instruction by involving them in activities with their fellow students.

Minimum Credits: 3

EDPD 702 - Quantitative Research

This course provides an understanding of the implementation and interpretation of quantitative research in education. Foundational concepts behind the design, collection, and analysis of educational inventories are examined. The focus of the course is on the application of skills by collecting and interpreting data for educational measures and understanding and reporting statistical analysis of results.

Minimum Credits: 3

HRM 630 - Topics in Health Administration

This course focuses on developing organizational processes and structures utilizing the Total Quality Management approach to deliver health services which meet the needs of diverse clientele and a complex environment. Included are topical presentations by health care providers concentrating on the structure and delivery of quality health services.

Minimum Credits: 3

IDS 400 - Diversity

This course aims to broaden and deepen students' understanding, experience, and critical thinking skills with regard to cultural differences and cross-cultural interactions. Students will analyze diversity through the disciplines of socio-economics, physical anthropology, biology, geography, and arts and the humanities. Intercultural competence, a lifelong learning process, is introduced as a crucial skill set and benefit to the individual, interpersonal relationships, organizations, and society. Analyzing the role of culture in today's world, developing culturally responsive practices, and understanding the benefits and challenges of diversity will be emphasized.

Prerequisite(s): ENG 122 or ENG 123

Minimum Credits: 3

IDS 401 - Global Society

This course aims to expand upon students' understanding, experience, and critical thinking skills, connecting the roles of the individual at the local, national, and global levels. Students will be analyzing global issues that affect different aspects of identity - individual, national, and global - through the lenses of economics, political science, technology, and business, among other disciplines. Increased global awareness, an important knowledgebase for the 21st Century individual, is emphasized to prepare students for personal and professional relationships with individuals, groups, and organizations that present themselves through a global network. Analyzing the challenges of shifting from local to global, researching the relationship of technology and society, and understanding the importance of the individual in relation to a global society will be emphasized.

Prerequisite(s): ENG 122 and ENG 123

Minimum Credits: 3

IDS 402 - Wellness

This course aims to engage students in an integrative exploration of emerging issues and topics in wellness across several disciplines. In addition to psychology, students will analyze wellness through the lenses of biology, sociology, economics, health,

and philosophy, among other areas. Students will develop the skills to examine wellness from an individual perspective as well as investigate issues surrounding wellness in contemporary society. Definitions of ability and disability, research and analysis of wellness goals, and the relationship between mind and body are emphasized to increase awareness of personal and public wellness.

Prerequisite(s): ENG 122 and ENG 123

Minimum Credits: 3

IDS 403 - Preparing for the Future

In this course, students will analyze the role of technology in shaping the world, advancing social and political change and influencing cultural and geographical behavior. This course will explore how both individuals and society interact with technology in the areas of communications (social media), humanities (popular culture), geography, biology, and economics, among other disciplines. This course is meant to have an open-ended philosophy around what the "future" might look like according to various research methodologies across disciplines. Students will prepare by developing strategies for using technology to help them meet goals, in both the personal and professional realms.

Prerequisite(s): ENG 122 or ENG 123

Minimum Credits: 3

IHP 220 - Normal and Therapeutic Nutrition

An introductory course in normal and therapeutic nutrition designed for students in allied health programs. The course focuses on the application of basic principles of nutrition to health promotion and disease prevention, as well as the role of nutritional intervention as a therapeutic tool in specific pathologies. It will include discussions of contemporary issues in nutrition.

Minimum Credits: 3

IHP 340 - Statistics for Healthcare Professionals

This course explores the basic statistical concepts of inference, variability, and statistical significance. Statistical methods used to describe data, quantify relationships and to test for differences between means will be studied. Parametric statistics will be the main focus but some common nonparametric tests will be introduced. The course will focus on the interpretation of published research findings.

Minimum Credits: 3

IHP 415 - Independent Study

This course offers an individualized opportunity to study an issue or topic relevant to the theory and/or practice of a nursing and/or health care specialty. Students wishing to enroll in this course should present to faculty a well-defined topic for investigation. Plans for advanced study should be established during the semester previous to the one in which the student wishes to take the course. The course of study will be completed in consultation and collaboration with the student's faculty advisor and documented in a comprehensive, scholarly report at the end of the semester. The Associate Dean of Nursing and Health Sciences will grant the final approval on all students enrolled in this course.

Minimum Credits: 1

Maximum Credits: 12

IHP 501 - Global Health and Diversity

Global Health and Diversity is a problem-based course designed to give students an overview of health promotion issues, explore selected current topics in health and health policy from a national and global perspective, and investigate the consequences these issues have for the health status of individuals, populations, and society. This course will provide the theoretical foundation to allow the practitioner to design interventions that promote health and behavior change in the individual client within the community setting. The concepts of health literacy, consumer advocacy, and their impact of health promotion will be explored.

Minimum Credits: 3

IHP 504 - Healthcare Policy and Financing

Developed for the health care administrator and providers, this course prepares students with a full understanding of financial planning, control measures and financial management to effectively examine and address the complex financial challenges within the healthcare sector. Analysis and identification of healthcare financial trends, finance sources and reimbursement models will be addressed.

Minimum Credits: 3

IHP 505 - Leadership in Clinical Microsystems and Process

This course covers clinical microsystem concepts, tools, techniques, and processes within the context of a clinical or supporting microsystem. This course will use current theories to approach issues related to the redesign of healthcare services to improve quality, add value, reduce variation and improve morale, by empowering frontline caregivers. This course builds upon the Dartmouth Hitchcock Microsystem Improvement Curriculum and the QSEN Graduate Nursing Competencies.

Minimum Credits: 3

IHP 605 - Error Science, Risk Assess & Disclosure

This course focuses on error theory and systems thinking as well as methods for risk assessment and safety improvement, including high-risk contexts for error occurrence. Students will be introduced to what is currently known about effective methods for error disclosure. Students will develop proficiency with patient safety risk assessment and improvement methods, principles of safe system design, apology and related patient safety priorities. The course includes a discussion of the legal issues prevalent in the current health care environment.

Minimum Credits: 3

IHP 610 - Health, Policy, Law, Ethics, and Regulation

Students in this course examine the role of health care policy and legal, regulatory, and quality control in ethical decision making in professional healthcare practice. Students explore concepts and principles of healthcare policy, legal control, ethical conduct, and regulatory environments and their application to the healthcare environment through the lens of the professional discipline. Students evaluate the impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care access disparities and examine ways to articulate the needs of individuals, communities, and vulnerable populations to consumers and appropriate officials. Students also focus on the importance of cultural competence and ethical decision making within healthcare delivery systems.

Minimum Credits: 3

IHP 615 - Independent Study

This course offers an individualized opportunity to study an issue or topic relevant to the theory and/or practice of a nursing and/or health care specialty. Students wishing to enroll in this course should present to faculty a well-defined topic for investigation. Plans for advanced study should be established during the semester previous to the one in which the student wishes to take the course. The course of study will be completed in consultation and collaboration with the student's faculty advisor and documented in a comprehensive, scholarly report at the end of the semester. The Associate Dean of Nursing and Health Sciences will grant the final approval on all students enrolled in this course.

Minimum Credits: 1

Maximum Credits: 12

PDLI 516 - Assessment/Support English Language Learners

Minimum Credits: 3

PDLI 517 - ESL Developing Cultural Awareness I

Minimum Credits: 1

PDLI 518 - ESL Developing Cultural Awareness II

Minimum Credits: 3

PDLI 519 - Inst Mat/Prog Design I ESL

Minimum Credits: 1

PDLI 520 - Inst Mat/Prog Design II ESL

Minimum Credits: 2

PDLI 521 - Language Acquisition I for ESL Learners

Minimum Credits: 1

PDLI 522 - Language Acquisition II for ESL Learners

Minimum Credits: 1

PDLI 523 - Language Acquisition III for ESL Learners

Minimum Credits: 1

SHRM 500 - SHRM Certification Preparation

Southern New Hampshire University, in partnership with the Society for Human Resource Management (SHRM), offers a non-credit SHRM Learning System Course designed to assist human resource professionals in preparing for the PHR and SPHR certification exams. Available online in an 8-week format as well as an executive on campus workshop series, HR executives and training professionals will be taught by faculty who are also human resource practitioners and subject matter experts. This course is appropriate for undergraduates as well as graduate students employed in the HR and Training fields seeking HR Management certification.

Minimum Credits: 0

IST 190 - College Unbound Internship

A course designed to give the student a working experience.

Minimum Credits: 3

IST 280 - Learning Community Engagement I

As a member of a learning community, students have a responsibility as a leader and participant to create an environment that is safe, clean, and conducive to a free and open exchange of ideas, thoughts and opinions. This environment and exchange is important to learning. Students are expected to engage in the residence hall, campus and great communities. Students are also expected to contribute to the well-being and operational effectiveness of the College Unbound learning community. Each student will create an action plan focused on individual responsibility and contributions to the learning community. This is the first of a three-credit program designed to develop student's leadership and community building skills.

Minimum Credits: 1

IST 290 - College Unbound Internship

A course designed to give the student a working experience.

Minimum Credits: 3

IST 380 - Learning Community Engagement II

Building off of Learning Community Engagement I, the major concept in the second phase of students' engagement is critical and creative thinking: a displayed ability to synthesize ideas and apply concepts from applicable coursework to experiences that occur within the learning community around you (residence hall, campus, Manchester). Goal setting and building an associated plan and effective process to work toward goals are required elements in this learning community component.

Prerequisite(s): IST 280

Minimum Credits: 1

IST 390 - College Unbound Internship

A course designed to give the student a working experience.

Minimum Credits: 3

IST 395 - Integrated Studies Practicum

The purpose of this practicum is to build relationships with mentors in your field and to refine your ability to integrated and apply what you've learned thus far in the program to new settings and contexts. Additionally, a desired outcome of the integrated studies program is to help you develop transferable skills necessary to adapt to new environments. Many of you have spent previous semesters in internships in the Manchester area or on campus; however, this practicum requires you to seek an experience beyond Manchester with the intent to broaden your perspectives.

Minimum Credits: 3

IST 473 - Community Action I

The purpose of this seminar is to engage students in the community through project-based learning. A goal of College Unbound and SNHU is to develop informed and responsible citizens that affect positive change in the world. This seminar is designed to give students the knowledge and tools necessary to affect change. The seminar will introduce students to the various institutions, forces and processes that contribute to community issues and resolutions. Topics covered include community economic development, sociology, government and politics, and economics and public financing. The seminar also focuses concerted effort on written communication and research methods connected to the semester project- a community project proposal. At the conclusion of the semester, the collective group of students will choose one of the projects to take on as their contribution to positive change in the community. Students (cohort) will collaborate to implement the chosen project the following TWO semesters.

Minimum Credits: 6

IST 480 - College Unbound Independent Study

A course designed to give the student a working experience.

Minimum Credits: 3

IST 490 - College Unbound Internship

A course designed to give the student a working experience.

Minimum Credits: 3

MBA 501 - Mathematics and Statistics for Business

This is an applied course, which will provide students with the mathematical knowledge and skills that underlie many courses offered in the school of business. Students will learn the fundamental concepts and methods of linear algebra, mathematical functions, differential calculus and statistics and their applications to business. They will also sharpen their quantitative, analytical and problem-solving skills that are so important for success in the world of business today.

Minimum Credits: 3

MBA 502 - Economics for Business

This course is intended to provide the student with a concisely focused yet rigorous introduction to both micro- and macroeconomic theory needed at the foundational level of a graduate degree program. Some of the topics to be addressed include: market behavior; demand theory and related elasticity concepts; production and cost theory; managerial decision-making in perfectly competitive and imperfectly competitive markets; GDP determination; unemployment and inflation; and fiscal and monetary policy.

Prerequisite(s): MBA 501

Minimum Credits: 3

MBA 503 - Financial Reporting and Analysis

This course is designed to help future business leaders across all functional areas appreciate and understand the rules and regulations, processes and procedures, and significance of financial accounting statements and reports. It provides a balanced presentation between how statements are prepared and, more importantly, how to analyze these statements and footnotes to assess a company's performance within the industry and management's performance within a particular company. New government regulations have made the integrity and quality of financial accounting information everyone's responsibility. This course will help future business leaders conduct better internal audits, improve forecasts and valuations, and make better management decisions.

Minimum Credits: 3

MBA 610 - Business Law

This course focuses on the theory and application of business regulations and the laws of contracts, agency, property and business organizations. Background preparation: 3 credit hours in business law or the equivalent.

Minimum Credits: 3

MBA 700 - Strategic Management

This course includes the application of learned skills and the testing, distillation and integration of insights gained from previous courses and other sources.

Prerequisite(s): FIN 500, OL 500, QSO 510 and IT 500

Minimum Credits: 3

MBA 710 - Internship

Internships are available for full-time students to enhance their educational experiences through appropriate, work-oriented activities in selected environments.

Minimum Credits: 3

Maximum Credits: 12

MBA 740 - Thesis Option

Students may substitute 6 hours of thesis credit for two elective courses in the M.B.A., master of finance, master of information technology or master of business education programs. A thesis must be completed within nine months of its approval.

Minimum Credits: 6

MBA 750 - Independent Study

The school dean may approve an independent study arrangement, in exceptional circumstances. The arrangement requires a written request and justification by the student, identification of a supervising faculty member and the dean's approval.

Minimum Credits: 3

RES 220 - Resident Life Psychology

This course explores the psychological and social development of college students who live in residence halls on campus. Through discussion, written and oral projects and experiences, students will examine their firsthand job applications in light of theories of student development, organizational theory and group work. Open to students in the resident assistant program. Offered as needed.

Minimum Credits: 3

SB 200 - DIT: Broad Integrative Knowledge Part I

This course is designed to introduce students to the fundamentals of understanding the need for an integrated approach in any formal organization. Special attention is given to reinforcing and understanding the value of broad integrative knowledge. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Must be enrolled in Degree in Three program.

Minimum Credits: 2.5

SB 210 - DIT: Broad Integrative Knowledge II

This course is designed to introduce students to the fundamentals of understanding the need for an integrated approach in any formal organization as well as individual growth and development. Special attention is given to reinforcing and understanding the value of broad integrative knowledge. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Must be enrolled in Degree in Three program.

Minimum Credits: 2.5

SB 300 - DIT: Civic Engagement/Citizenship I

This course is designed to introduce students to the importance of civic engagement and citizenship; the role it plays in society and the overall wellbeing of communities and individuals. Special attention is given to personal goals, life plan and the exploration of the various dimensions that comprise citizenship and civic engagement. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Junior standing and must be enrolled in Degree in Three program.

Minimum Credits: 2.5

SB 310 - DIT: Civic Engagement/Citizenship II

This course is designed to introduce students to the importance of civic engagement and citizenship; the role it plays in society and the overall wellbeing of communities and individuals. Special attention is given to personal goals, life plan and the exploration of the various dimensions that comprise citizenship and civic engagement. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Junior standing and must be enrolled in Degree in Three program.

Minimum Credits: 2.5

SB 400 - DIT: Problem Solving, Interpersonal & Team

This course is designed to assist students preparing to enter the work environment by further developing interpersonal abilities, problem solving, teamwork, leadership, responsibility and accountability. Special attention is given to developing action plans to address areas for improvement. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Senior standing and must be enrolled in Degree in Three program.

Minimum Credits: 2.5

SB 410 - DIT: Problem Solv, Interpersonal & Team II

This course is designed to assist students in preparation of entering the work environment by further development of interpersonal abilities, team membership, strategic approach, responsibility and accountability. Special attention is given to the power of reflection and identifying areas for improvement. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Senior standing and must be enrolled in Degree in Three program.

Minimum Credits: 2.5